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ABSTRACT

This curriculum guide is intended to assist vocational instructors in preparing students for entry-level employment as homemakers/home health aides and getting them ready for advanced training in the workplace. The package contains a competency/skill and task list, an instructor's guide, and an annotated bibliography. The following competencies are covered: identifying the functions of home care agencies and supportive personnel; demonstrating ethical/legal behavior and providing a positive image as a health care worker; communicating effectively; understanding human development and age-related problems; using safe body mechanics; maintaining a safe and clean home environment; providing or assisting with personal care; observing, measuring, and recording clients' physical conditions; planning, preparing, and serving meals to promote health and satisfaction; laundering, changing, and caring for household linens and clothing; providing activities for developing personal independence; safely operating, cleaning and storing household equipment; assisting with homemaking tasks and diagnostic measures; providing basic emergency care in the home, personal care, and therapeutic measures; and caring for dying clients. The instructor's guide consists of a series of task sheets, each of which includes some or all of the following: competency/skill statement; task statement; performance objectives (including conditions in which the task is to be performed, evaluation criteria, and an evaluation standard); suggested student learning experiences; recommended instructional techniques; instructional equipment, materials, and supplies needed to complete the lesson; and recommended resources. (MN)

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HOMEMAKER/HOME HEALTH AIDE

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HOMEMAKER/HOME HEALTH AIDE

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Arizona Center For Vocational Education
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September, 1987

FOREWORD

This Curriculum Guide is a result of a great deal of concern for persons needing assistance with their everyday living skills and health care in the home. Persons having this concern have put endless hours over the last ten years, into identifying the various workers who provide assistance in the home, identifying what these people do, developing job descriptions, competencies, validating the competencies and then developing curriculum.

This curriculum is unique in that it cuts across two occupational areas, that of Health Occupations Education and Home Economics Related Occupations. It includes the competencies and curriculum for three levels of workers who provide assistance in the home.

The matrix which precedes the teaching materials lists all of the validated competencies for all three workers. The matrix to the right of the competencies is marked with an X in the column of the worker who performs that competency.

The Instructor's Guide is in the same order and with the same numbers as the competencies on the matrix. If a student is preparing to be a Homemaker Aide she/he need only be given the instruction contained in the competencies which have an X in the Homemaker Aide column of the matrix. This is also true for the other two levels of workers.

Acknowledgements

The Arizona Department of Education and the Arizona Center for Vocational Education give special thanks and recognition to the members of the Arizona State Consortium for Nursing Assistant Program Approval and the Arizona Association of Home Care for their insistence that the "Assistants" in the Home Care Arena have standardized education/training, competency expectations, and job descriptions. They have contributed numerous hours identifying and validating competencies and providing input into this curriculum.

Thanks also go to the the writers of the curriculum:

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Direction and leadership have been provided by Ellen Pearson, State Supervisor of Health Occupations Education, Mary Lewkowitz, State Supervisor of Home Economics Education, and Dave Muehlbauer, Curriculum Coordinator for the Arizona Department of Education.

Bev Burns, Equity Specialist with New Frontiers, reviewed the curriculum.

We are grateful to the entire staff of the Arizona Center for Vocational Education for their support, concern, and assistance. Special thanks go to the Curriculum Unit: Dr. Jerry R. Cox, Nancy F. Dillon, and to Barbara Watson for solving computer and word processing problems & providing the data entry.

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VALIDATED COMPETENCIES
FOR HOMEMAKER HOME HEALTH AIDE
WITH MATRIX

HA - Homemaker Aide
H/HHA - Homemaker/Home Health Aide
HHA - Home Health Aide

		HA	H/HHA	HHA
1.0	IDENTIFIES FUNCTIONS OF HOME CARE AGENCIES AND THE SUPPORTIVE PERSONNEL			
1.1	Identifies trends in the health/home care delivery system and its effect on home care	X	X	X
1.2	Identifies members and roles of the home/health care team	X	X	X
2.0	DEMONSTRATES BEHAVIOR THAT IS ETHICAL/LEGAL AND PROVIDES A POSITIVE IMAGE AS A HEALTH CARE WORKER			
2.1	Uses ethical behavior in health care	X	X	X
2.2	Uses legal behavior in providing care to clients	X	X	X
2.3	Dresses in appropriate attire using a knowledge of job requirements to comply with standards of dress, grooming and personal hygiene	X	X	X
3.0	DEMONSTRATES EFFECTIVE COMMUNICATION			
3.1	Practices effective verbal and nonverbal communication with the health/home care team, clients, their families and significant others	X	X	X
3.2	Demonstrates communication skills with the elderly, handicapped, and/or non-English speaking individuals	X	X	X
3.3	Uses the telephone to obtain information receives and accurately records telephone messages and when possible, assists the client to use the telephone	X	X	X

	HA	HHHA	HHA
4.0 DEMONSTRATES AN UNDERSTANDING OF HUMAN DEVELOPMENT AND AGE-RELATED PROBLEMS			
4.1 Analyzes the home environment in terms of life-style and its implications for the caregiver	X	X	X
4.2 Identifies the organization of the human body, its systems and their interrelationship	X	X	X
4.3 Identifies the developmental aspects of children from infancy through adolescence	X	X	X
4.4 Identifies the developmental aspects of early and middle adulthood and the implications for care of early and middle age adults	X	X	X
4.5 Identifies the developmental aspects of late adulthood and the implications for care of aging adults	X	X	X
5.0 USES SAFE BODY MECHANICS			
5.1 Identifies the structure and functions of the musculoskeletal system	X	X	X
5.2 Demonstrates safe body mechanics when lifting or moving any given object	X	X	X
5.3 Assists client with range of motion exercises (R.O.M.)		X	X
5.4 Assists client in transfer activities	X	X	X
5.5 Positions client to provide for comfort, circulation, alignment and prevention of complications (including logrolls)	X	X	X
5.6 Assists client in ambulation, using assistive devices (example: walker, crutches, or canes)		X	X
6.0 MAINTAINS A SAFE HOME ENVIRONMENT			
6.1 Identifies the common safety and security hazards and uses preventive methods	X	X	X
6.2 Assists the client with self-administered medication		X	X
7.0 MAINTAINS A CLEAN ENVIRONMENT			
7.1 Identifies the infectious process, methods of prevention and modes of transmission of disease	X	X	X
7.2 Demonstrates the general principles of cleanliness (asepsis)	X	X	X
7.3 Performs light housekeeping to assure that rooms are clean and in order	X	X	

	HA	HHHA	HHA
8.0 PROVIDES OR ASSISTS WITH PERSONAL CARE			
8.1 Cares for and assists individuals who are chronically ill, handicapped, or disabled.	X	X	X
8.2 Provides or assists the client with personal care		X	X
8.3 Prevents decubitus ulcers		X	X
8.4 Provides for elimination	X	X	X
9.0 OBSERVES, MEASURES, RECORDS AND REPORTS THE CLIENT'S PHYSICAL CONDITION(S)			
9.1 Complete records of services and evaluation forms as required by employer	X	X	X
9.2 Identifies observations to be made, makes and records observations		X	X
9.3 Identifies the basic structure and function of the cardiovascular system		X	X
9.4 Identifies the basic structure and function of the respiratory system		X	X
9.5 Measures and records vital signs		X	X
9.6 Identifies the basic structure and function of the nervous system		X	X
9.7 Observes and records level of consciousness and uses seizure precautions		X	X
10.0 PLANS, OBTAINS, PREPARES AND SERVES MEALS TO PROMOTE HEALTH AND SATISFACTION			
10.1 Identifies the four food groups and the basic nutrients (carbohydrates, protein, fat, water, minerals and vitamins) and their use in the body	X	X	X
10.2 Determines foods to be purchased and purchases according to nutritional needs dietary preferences, budget and cultural variations	X	X	X
10.3 Identifies and plans the use of basic therapeutic diets		X	X
10.4 Stores food properly	X	X	X
10.5 Prepares and serves meals, snacks, and refreshments when needed which maximize nutritive value and acceptability	X	X	X
10.6 Feeds, or assists client in being able to eat and drink	X	X	X
10.7 Washes and cleans dishes, utensils, and kitchen/dining areas after use	X	X	X
11.0 LAUNDERS, CHANGES AND CARES FOR HOUSEHOLD LINENS AND CLOTHING			
11.1 Makes beds	X	X	X
11.2 Cares for linens, clothing and selected household items	X	X	

	HA	HHHA	HHA
12.0 PROVIDES ACTIVITIES FOR DEVELOPING PERSONAL INDEPENDENCE			
12.1 Promotes recreational activities within the client's capabilities	X	X	X
12.2 Uses rehabilitation measures when possible (including use of rehabilitation devices)		X	X
12.3 Encourages client to do activities of daily living within client's capabilities	X	X	X
13.0 OPERATES SAFELY, CLEANS AND STORES HOUSEHOLD EQUIPMENT AND HOUSEHOLD ITEMS			
13.1 Uses appliances correctly and arranges for repairs as necessary	X	X	
13.2 Purchases cleaning products as necessary, uses and stores them properly	X	X	
14.0 ASSISTS HOUSEHOLD MEMBERS IN PERFORMING HOMEMAKING TASKS			
14.1 Assists homemakers in planning for household management	X	X	
14.2 Accompanies and assists individuals in performing homemaking tasks in which they wish to participate	X	X	
14.3 Accompanies client to doctor's office and to area outside the home, if permitted	X	X	X
15.0 ASSISTS WITH AND PERFORMS DIAGNOSTIC MEASURES			
15.1 Identifies the structure and function of the endocrine system		X	X
15.2 Collects and performs routine tests on urine			X
15.3 Collects specimens as ordered			X
16.0 PROVIDES BASIC EMERGENCY CARE IN THE HOME			
16.1 Administers basic first aid	X	X	X
16.2 Performs cardiopulmonary resuscitation and abdominal thrusts on adults and children	X	X	X
16.3 Obtains help in an emergency and reports needed data	X	X	X

	HA	HHHA	HHA
17.0 PROVIDES PERSONAL CARE FOR PERSONS RECEIVING THERAPEUTIC MEASURES			
17.1 Provides care for client with urinary catheter			X
17.2 Provides personal care for client with various types of gastrointestinal tubes (feeding, G-tubes)			X
17.3 Provides ostomy care of an established ostomy		X	
17.4 Provides personal care for client receiving intravenous therapy (includes understanding of the circulatory system)			X
17.5 Provides personal care for client receiving oxygen therapy and observes safety precautions (includes understanding of the respiratory system)			X
17.6 Provides personal care for client with tubes connected to gravity or suction (drainage tubes)			X
18.0 PROVIDES THERAPEUTIC MEASURES AS ORDERED			
18.1 Applies binders and bandages (ace bandage, sling, anti-embolism stockings)		X	X
18.2 Applies protective restraints (soft restraints, side rails, padded, geriatric chair)			X
18.3 Uses handrails, bed cradles, bedboards, and side rails as directed		X	X
18.4 Applies heat and cold treatments utilizing safety measures			X
19.0 PROVIDES CARE FOR DYING CLIENT			
19.1 Applies knowledge of the stages of dying to care for the dying client		X	X
19.2 Provides postmortem care		X	X

1.0 **COMPETENCY/SKILL:** Identifies functions of the home health care agencies and the supportive personnel.

1.1 **TASK:** Identifies trends in home/health care delivery system and its effects on home care.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a situation depicting current health care trends and home/health care delivery systems,

EVALUATION: defines the components of health promotion, disease prevention, acute care, long term care, restorative care and rehabilitation.

STANDARD: Identify research relative to trends in health care standards, delivery systems, health promotion, disease prevention, acute care, long term care, restorative care and rehabilitation.

STUDENT LEARNING EXPERIENCES:

1. Search the literature for trends that affect home health care.

2. Define acute care, long term care (LTC), restorative care, and rehabilitation.

3. Present case studies of a client receiving acute care, long term care, restorative care and rehabilitation.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Obtain a speaker from the Department of Health Services Bureau of Long Term Care Standards re: standards for health care agencies.

2. Discuss current nursing/medical techniques used in home settings (I.V. care, total parenternal nutrition, kidney dialysis, and respirators).

3. Invite a physical therapist to speak about restorative and rehabilitation therapy.

4. Discuss nutritional advances and their impact on the health care setting.

5. Contact home health agencies to arrange for student interviews/tours.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Handouts on nutrition for the elderly.

2. List of literature resources for trends.

RESOURCES:

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition. The C.V. Mosby Co., St. Louis, MO. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. Robert J. Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 1-3. 1982.

1.0 **COMPETENCY/SKILL:** Identifies functions of the home health care agencies and the supportive personnel.

1.2 **TASK:** Identifies members and rules of the home/health care team.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a list of members of a home health care team.

EVALUATION: identifies the functions of members, interrelationships and multidisciplinary approach of the home health care team.

STANDARD: Using case studies with different diagnosis, identify the members of the home health care team and their role.

STUDENT LEARNING EXPERIENCE:

1. List the specialty titles of Home Health personnel and the care provided by each.

2. Name the members of the home health care team for a client with:
   a) heart disease
   b) respiratory disease
   c) gastric ulcers
   d) broken hip
   e) CVA (stroke)

3. List the types of health care agencies in your town/city.

4. Identify the level of care provided by different types of agencies.

5. Identify the functions (role) of the health care workers and the level of care provided.

6. Identify the role of the Case Manager and the aide's specific responsibility and accountability to the case manager.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Develop case studies to include:
   a) diagnosis
   b) medical personnel assigned
   c) level of nursing care needed
   d) length of medical treatment (chronic, acute)

2. Make a transparency listing home health team members and their functions.

3. Make transparency on role of Case Manger and the aide's responsibility and accountability to the Case Manager.

4. Obtain a guest lecturer to speak on the importance of licensing health agencies.

5. Discuss the scope of practice of licensed personnel.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Overhead projector and screen.

2. Copy of State Board of Nursing, Law and Rules and Regulations.

3. Copy of Department of Health Servicees rules re: Home Care

RESOURCES:

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, The C.V. Mosby Co., St. Louis, MO. pp. 2-9, 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Clif, NJ. pp. 1-4.

2.0 **COMPETENCY/SKILL:** Demonstrates behavior that is ethical/ legal and provides a positive image as a health care worker.

2.1 **TASK:** Uses ethical behavior in health care.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given case studies, role play situations or a patient assignment,

EVALUATION: identifies and/or demonstrate ethical behavior.

STANDARD: Behavior indicates an understanding of ethics in health care, ethics in home health care and the "Patient's Bill of Rights."

STUDENT LEARNING EXPERIENCES:

1. Define ethics.
2. Compare ethics and good manners.
3. List ethical practices for health care workers.
4. Analyze role playing situations and identify the proper ethical behavior.
5. List ways to apply ethical behavior as a health worker in the home.
6. Study the PATIENT'S BILL OF RIGHTS. State the concepts in own words.
7. Examine case studies concerning patients rights to detect if rights have been violated. State the violation.
8. Describe methods for refusing gifts, including money.
9. Explain the confidentiality of information relative to the client.
10. List the traits that are desirable for a Homemaker/Home Health Aide.
11. Demonstrate behavior to maintain successful employment relationships.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. 1987.

Wernig, Julie K. and Barbara Baranishyn. (Instructor's guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1985.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM CARE NURSING ASSISTANT (text and instructors guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. 1982.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 2, Module D, 1981.

Filmstrips:

"ETHICS FOR THE NURSING ASSISTANT". Career Aids, Inc., Chatsworth CA.

"ETHICS, VALUES AND HEALTH CARE", Concept Media, Irvine, CA.

"THE NURSE ETHICS AND THE LAW: PROFESSIONAL ETHICS", Trainex, Garden Grove, CA.

Brochures:

"A PATIENT'S BILL OF RIGHTS." American Hospital Association, Chicago, IL.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Define ethics and explain code of ethics for health care workers. Give examples of ethical and unethical behavior.

2. Prepare role play situations related to ethical behavior. Have students critique and identify ethical and unethical behavior.

3. Prepare problem situations for small group discussions to solve. Solutions will be shared with larger group.

4. Assign students to bring in illustrations, cartoons, articles etc., related to ethics for class presentation.

5. Invite a representative from a health care facility personnel office to discuss expected behavior of health care workers and the consequences of unprofessional conduct.

6. Explain and discuss PATIENT'S BILL OF RIGHTS after distributing copies of document to class.

7. Prepare case studies concerning patient's rights. In small groups, have students determine if patient's rights have been violated. Report findings back to larger group for consensus.

8. Show filmstrip on ethics.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Copies of the Patient's Bill of Rights.

2. Filmstrip projector and screen.

RESOURCES:

Breitung, Joan Carson. CARING FOR OLDER ADULTS. W.B. Saunders Co., Philadelphia, PA. 1987.

Huber, H., A. Spatz, C. Coviello. HOMEMAKER/HOME HEALTH AIDE. Delmar Publishers, Albany, NY. 1985.

Kelly, Relda Timmerman. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. 1987.

Ross, Carmen F. PERSONAL AND VOCATIONAL RELATIONSHIPS IN PRACTICAL NURSING. 5th Ed., J.B. Lippincott Co., Philadelphia, PA. 1981.

Schniedman, Rose and S. Lambert. BEING A NURSING ASSISTANT. 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS. Delmar Publishers, Inc., Albany, NY. 1983.

2.0 **COMPETENCY/SKILL:** Demonstrates behavior that is ethical/ legal and provides a positive image as a health care worker.

2.2 **TASK:** Uses legal behavior in providing care to clients.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given case studies or role play situations,

EVALUATION: identifies behaviors that are legal or illegal in providing health care to clients.

STANDARD: Identification will recognize examples of libel, slander, negligence, assault and battery, invasion of privacy, violation of contract, exploitation, abuse defamation and malpractice.

STUDENT LEARNING EXPERIENCES:

1. Define the following terms: liable, liability, libel, slander, felony, assault and battery, invasions of privacy, contract, defamation, exploitation, abuse malpractice and tort.

2. Identify illegal behavior in assigned case studies.

3. Describe the functions that a Homemaker/Home Health Aide and a Home Health Aide can and cannot perform.

4. Explain the legal responsibility of the Homemaker/Home Health Aide and the Home Health Aide in the use of restraining devices.

5. Cite examples of false imprisonment, defamation, assault and battery.

6. Describe methods to protect the patients' right to privacy.

7. Explain how the health care worker can prevent negligent acts.

8. Complete an incident report as required by the agency/institution.

9. Describe method of reporting neglect, abuse or exploitation.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Define commonly used legal terms using case studies to explain the term.

2. Invite a guest speaker to present legal aspects of health care. If a lawyer is not available, recruit a Registered Nurse who works with law firms.

3. Explain malpractice insurance.

4. Discuss accident prevention as protection against liability.

5. Invite a speaker from the State Health Department to explain how the state protects patients rights.

6. Discuss the impact of civil rights laws in the providing of health care and services.

7. Demonstrate the completion of an incident report after explaining its purpose.

8. Discuss the method of reporting neglect, abuse or exploitation.

9. Discuss the legal purposes of the client's chart and stress the importance of accurate record keeping.

10. Show filmstrip on legal aspects of health care.

11. Explain health care worker's responsibility in relationship to wills. Distribute copies of Living Wills.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Job Descriptions for Homemaker/Home Health Aide and Home Health Aide.

2. Incident reports.

3. Filmstrip Projector and screen.

4. Copies of Living Wills.

RESOURCES:

Kelly, Relda Timmerman. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS, 2nd Edition, C. V. Mosby Co., St. Louis, MO. 1987.

Ross, Carmen F. PERSONAL AND VOCATIONAL RELATIONSHIPS IN PRACTICAL NURSING. 5th Edition, J.B. Lippincott Company, Philadelphia, PA. 1981.

Schniedman, Rose and S. Lambert. BEING A NURSING ASSISTANT. Robert J. Brady Co., Englewood Cliffs, N.J. 1986.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS. Delmar Publishers, Inc., Albany, NY. 1983.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. C.V. Mosby Co., St. Louis, MO., 1987.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM CARE NURSING ASSISTANT. (text and instructor's guide) The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM, Arizona Department of Education, Phoenix, AZ., Unit 2, Module E., 1981.

Filmstrips:

"LEGAL IMPLICATIONS IN NURSING," Trainex, Garden Grove, CA.

"THE USE OF PROTECTIVE RESTRAINTS," Trainex, Garden Grove, CA.

"THE NURSE, ETHICS AND THE LAW: LEGAL RESPONSIBILITIES," Trainex, Garden Grove, CA.

"THE NURSE, ETHICS AND THE LAW: NEGLIGENCE AND MALPRACTICE," Trainex, Garden Grove, CA.

2.0 **COMPETENCY/SKILL:** Demonstrates behavior that is ethical/ legal and provides a positive image of a health care worker.

2.3 **TASK:** Dresses in appropriate attire using a knowledge of job requirements to comply with standards of dress, grooming, and personal hygiene.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a classroom, laboratory, agency or home setting,

EVALUATION: demonstrates a positive image of a health care worker through dress and personal hygiene.

STANDARD: Adopts the policies of the sponsoring and affiliate agencies concerning dress code and practices habits for optimum physical and mental health.

STUDENT LEARNING EXPERIENCES:

1. Read dress and grooming codes from the agencies/institutions affiliated with the program. Participate in class discussion of these codes.
2. Critique illustrations/cartoons of health care workers in various types of dress/uniform.
3. Apply make-up as appropriate.
4. Wear clean dress code uniform.
5. Describe the requirements for good grooming.
6. Identify the health practices necessary for optimum health.
7. State benefits of regular exercise, recreation, rest and sleep.
8. List factors that tend to cause insomnia and describe measures to combat it.
9. Identify personal health habits that need improvement. Set a goal for changing at least one practice (habit) and list steps to reach goal.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss/demonstrate grooming, proper dress and personal hygiene for health care workers.

2. Review and explain dress code requirements of affiliated agencies/institutions.

3. Provide printed information on Alcoholism, Drug abuse, Smoking, AIDS. Plan discussion of these topics following student review of materials.

4. Invite physical fitness expert to discuss habits for optimum health.

5. Show filmstrip on grooming for health care workers.

6. Invite cosmetologist to explain and demonstrate skin, hair and nail care, and the art of make-up. Have students return the demonstrations by practicing on self.

7. Invite dentist, dental hygienist, or dental assistant to explain and demonstrate dental care. Provide practice sessions for students.

8. Develop a health appraisal guide for students to evaluate their health habits. List ten statements relevant to good health habits for a ranking on a scale 1 - 10. Provide for small group discussion on the evaluations and ways to improve individual ratings.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Dress codes and policies of agencies/institutions.

2. Illustrations/cartoons of health care workers in uniform.

3. Filmstrip, filmstrip projector and screen.

4. Brochures on Alcoholism, Smoking, Drug Abuse, AIDS.

5. Toothbrushes, dental floss, toothpaste.

6. Combs, hair brushes.

7. Washcloths, soap, basin, cleansing aids for skin, face towels, and moisturizing agents.

8. Emery boards, nail files, cuticle scissors orange sticks, nail clippers.

RESOURCES:

Huber H., A. Spatz, C. Coviello. HOMEMAKER/HOME HEALTH AIDE. Delmar Publishers Inc., Albany, New York 1985.

Kelly, Relda Timmerman. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS 2nd Edition, C.V. Mosby Co., St. Louis, MO., 1987.

Ross, Carmen F. PERSONAL AND VOCATIONAL RELATIONSHIPS IN PRACTICAL NURSING. J.B. Lippincott Company, Philadelphia, Pennsylvania, 5th Ed., 1981.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. Robert J. Brady Co., Englewood Cliffs, N.J. 1986.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS. Delmar Publishers, Inc., Albany, NY. 1983.

Sorrentino, Sheila A. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS. 2nd Edition, C.V. Mosby Co., St. Louis, MO., 1987.

Brochures:

"AIDS", Available from Arizona Stop Aids Project, Phoenix, AZ.

"SMOKING". American Cancer Association, Phoenix, AZ.

"CANCER". American Cancer Association, Phoenix, AZ.

Filmstrips/Cassettes:

"ORIENTATION: JOINING THE HEALTH CARE TEAM". Trainex, Garden Grove, CA.

"EXERCISE FOR FITNESS AND HEALTH". Trainex, Garden Grove, CA.

"STRESS". Concept Media, Irvine, CA.

Films:

"NOT READY TO DIE OF AIDS". Films for the Humanities and Sciences, Princeton, NJ.

"AIDS: OUR WORST FEARS". Films for the Humanities and Sciences, Princeton, NJ.

"KIDS AND DRUGS". Films for the Humanities and Sciences, Princeton, NJ.

Folding Displays:

"AIDS". Nasco, Modesto, CA. Anatomical Chart Co., Chicago, IL.

"CONSEQUENCES OF SMOKING". Nasco, Modesto, CA. Anatomical Chart Co., Chicago, IL.

"CONSEQUENCES OF DRUG ABUSE". Nasco, Modesto, CA. Anatomical Chart Co., Chicago, IL.

"CONSEQUENCES OF ALCOHOL ABUSE". Nasco, Modesto, CA. Anatomical Chart Co., Chicago, IL.

"LIFESTYLES AND CAUSE OF DEATH". Nasco, Modesto, CA. Anatomical Chart Co., Chicago, IL.

Software:
"HEALTH AWARENESS GAME". Career Aids Inc., Chatsworth, CA.

"HEALTH RISK APPRAISAL". Career Aids Inc., Chatsworth, CA.

TV Tapes:
"BEYOND FEAR". American Red Cross, Phoenix, AZ.

"AIDS: WHAT EVERYONE NEEDS TO KNOW". Arizona State Department of Health Services, Phoenix, AZ.

"THE DEADLIEST DRUG". Trainex, Garden Grove, CA.

"A FITNESS FUN FOR ALL". Trainex, Garden Grove, CA.

3.0 **COMPETENCY/SKILL:** Demonstrates effective communication.

3.1 **TASK:** Practices effective verbal and nonverbal communication with the health/home care team, clients, their families and significant others.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a home or clinical environment,

EVALUATION: practices effective verbal and nonverbal communication with the doctors, home health agencies, clients and their families.

STANDARD: Communication with others is based on listening and speaking skills which are relevant to the situation, and writing the information which is needed by those concerned with the client.

STUDENT LEARNING EXPERIENCES:

1. View transparencies on the communication process.
2. Practice in pairs giving and receiving messages with a simulated client, using paraphrasing and obtaining feedback from each other while another person observes. After the observer reports ways communication could be improved, do the exercise again.
3. Listen to a passage read and record the facts you heard. Are they accurate?
4. Define non-verbal communication.
5. Observe the pantomimed nonverbal communication and write down what each nonverbal communication is portraying.
6. Check the accuracy of nonverbal communication pantomimed.
7. Write a message about a make believe client to his or her family. Let a partner interpret what was said. Was the statement well written? If not, improve the statement so it is clear.
8. Discuss the importance of communication between the client and the caregiver.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Develop a transparency on communication showing the sender, the message and then the receiver. Indicate factors which may interfere with communication such as outside noise, poor listening habits, hearing problems, etc., on the second transparency.

2. Give several messages to use in practicing communication after paraphrasing and obtaining feedback is explained.

3. Select a passage to read to the class which has factual knowledge that should be recorded by the student. Have each student check how accurate he or she was.

4. Give an explanation of nonverbal communication with illustrative examples being presented.

5. Select students to pantomime nonverbal communication. Have them record what is planned to be pantomimed before beginning.

6. Divide the class into partners and each one is to write a message about a client to be presented to the family. After exchanging messages, have the clarity of the message checked.

7. Have a general discussion on the importance of communication between the caregiver and doctor, caregiver and client, caregiver and family, and caregiver and health/home agency.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Transparencies, overhead projector and screen.

RESOURCES:

Parnell, F. Baynor. HOMEMAKING SKILLS FOR EVERYDAY LIVING. Goodheart-Willcox Company, Inc., South Holland, IL. 1984.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. 4th ED., The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. The C.V. Mosby Company, St. Louis, MO. 1987.

HEALTH OCCUPATIONS PROGRAM (HOPS) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 2, Modules A and B, 1982.

3.0 **COMPETENCY/SKILL:** Demonstrates effective communication.

3.2 **TASK:** Demonstrates communication skills with the elderly, handicapped, and/or non-English speaking individuals.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a simulated home or clinical environment,

EVALUATION: demonstrates the ability to communicate with the elderly, handicapped, and/or non-English speaking individuals.

STANDARD: The demonstration portrays the caregiver announcing arrival, calling client by name, speaking directly to client and using visual aids when necessary.

SUGGESTED LEARNING EXPERIENCES:

1. Identify why it is difficult for the elderly and handicapped to communicate.

2. Identify methods to improve communication with the elderly. (i.e. colors seen, methods of speech, large handwriting, tactile communication).

3. Observe a skit on interacting with the elderly.

4. Pretend blindness by being led blindfold or pretend deafness by putting wet cottonballs in the ears. Report what feelings were evoked by these experiences. Relate these feelings to the care of the elderly and hearing-impaired individuals.

5. Brainstorm other ways to communicate with the elderly, handicapped, or non-English speaking clients other than with words.

6. Make samples of flashcards, pictures, materials in different languages to use with non-English speaking clients.

7. Role play with a partner using the materials to interact with non-English speaking client.

SUGGESTED INSTRUCTION TECHNIQUES:

1. Develop a skit on communicating with the elderly including:
   a. Announcing self to client.
   b. Speaking clearly in a low pitched voice, not shouting.
   c. Letting the client see the lips move.
   d. Using positive non-verbal communication.
   e. Touching while speaking.
   f. Using open-ended sentences rather than "yes" or "no" questions.
   g. Rewording or repeating sentences if not understood.

2. Obtain volunteers to play the parts in the skit. Have the students attempt to simulate blindness and deafness.

3. Have samples of materials to use with non-English speaking clients.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Napkins or handkerchiefs that may be used as blindfolds.

2. Cottonballs.

3. Materials for making flashcards, and magazines for finding pictures.

RESOURCES:

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. The C.V. Mosby Company, St. Louis, MO. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 2, **Communication and Behavior** Module A, 1982, Unit 9, Module 6, 1984.

3.0 **COMPETENCY/SKILL:** Demonstrates effective communication.

3.3 **TASK:** Uses the telephone to obtain information, receives and accurately records telephone messages; and when possible, assists the client to use the telephone.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a home or a clinical environment,

EVALUATION: uses the telephone to obtain needed information and accurately record any messages for the client or lets him/her use the telephone when possible.

STANDARD: In using the telephone the caregiver speaks in a pleasant voice and solicits information when needed for the client. If the client is able to answer the telephone, it is placed in easy reach of the client. If the client is unable to answer, the caregiver takes accurate messages and gives them to the appropriate individual.

STUDENT LEARNING EXPERIENCES:

1. Observe a student using the telephone in a simulated situation ordering groceries. Make suggestions for improving telephone procedures.

2. Simulate using the telephone with another individual where five pieces of information are exchanged. Have an observer make suggestions for improvement, and repeat the telephone conversation with individuals exchanging roles.

3. Analyze communication situations and write down suggestions for handling them with a minimum of conflict.

4. Contribute answers in class about possible solutions to the telephone problems.

5. Draw conclusions about the importance of the telephone to the communication process.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Analyze communication situations and write down suggestions for handling with a minimum of conflict.
   a. A young child wants to talk on the telephone, and there is a very important call coming into the home.
   b. The client has the TV on loudly so it is difficult to hear what is being said on the telephone.
   c. The client's daughter calls to see how the client is feeling, and the caregiver answers the daughter and hangs up. When the client hears who has called, he is very angry because he was not allowed to talk to her.
   d. Solicitation calls for carpet cleaning, etc. come in often during dinnertime, and the client will not finish her dinner.
   e. The four year old boy answers the telephone before the caregiver can get to it, and the parents have left orders that an adult must answer the telephone because they have important business calls.
   f. The client speaks to the doctor on the telephone and reports procedures to be carried out that are quite unlike what is being done. What should the caregiver do?

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Portable telephones.

RESOURCES:

Mountain Bell has several sources on the use of the telephone.

4.0 **COMPETENCY/SKILL:** Demonstrates an understanding of human development and age-related problems.

4.1 **TASK:** Analyzes the home environment in terms of life style and its implications for the caregiver.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given the home environment of a client,

EVALUATION: analyzes the environment in terms of the life style of the living unit where the client resides and its implications for the caregiver.

STANDARD: The analysis should indicate the economic situation, size of the living unit with the approximate age of each member, activities of the members, degree of independence of client(s) and standards operating. The implications of these factors on the role of the caregiver should be explained.

STUDENT LEARNING EXPERIENCES:

1. Define "standard of living" and "life-style".

2. Describe in writing a living unit and the impressions gained from viewing it. In the description, answer the following questions:
   a. How many people reside there? What are their approximate ages? Is it an inter-generational living unit?
   b. How independent in terms of activities are the members of the household? What activities do the members do?
   c. Were the furnishings and accessories in the living unit coordinated or a group of unrelated items?
   d. If a meal was eaten there, were the foods served expensive or inexpensive in cost?
   e. If possible, determine the cultural background of the living unit.
   f. Add any other pertinent information that makes the description more vivid.

3. Exchange the written description with another person in the class. From the description given to each other, write what impression is gained about the standard of living. Does the standard of living seem to be average, below average or above average? What appears to be the life-style of the family? Check for accuracy with the person giving you the description.

4. Write the answer to the two questions:
   a. How does the standard of living and composition of the living unit impact on a caregiver coming to the home?
   b. How does the life-style of a living unit impact on the role of a caregiver.

5. Discuss in class the impact of the standard of living and life-style upon the caregiver and draw some conclusions.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Utilize a group discussion on the impact of a caregiver moving into a home. For example, if the income of the living unit was real low, the caregiver might be shopping with food stamps. If several generations live there, then other members of the unit might be in conflict over the care being given. If the income of the family is high, the family members might be critical of the care being given. Draw general conclusions from the discussion and put them on a transparency.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Overhead projector, transparencies and screen.

RESOURCES:

An up-to-date sociology book on the social classes might be desirable for the students to read.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd ed. Delmar Publishers. Albany, N.Y. 1985.

4.0 **COMPETENCY/SKILL:** Demonstrates an understanding of human development and age-related problems.

4.2 **TASK:** Identifies the organization of the human body, its systems and their interrelationship.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given the human body,

EVALUATION: identifies organs, organization of the body and body systems.

STANDARD: The identification should include:
- major organs found in each of the five cavities,
- the organization of the body,
- names and functions of the nine body systems and their interrelationship.

STUDENT LEARNING EXPERIENCES:

1. Compare the organization of the human body to that of an automobile and its functions.
2. Identify and define the difference between anatomy and physiology and describe how the two interact.
3. Name the five body cavities and list major organs found in each cavity.
4. Name the nine body systems and list the organs found in each of the systems.
5. Explain how normal functioning of all body systems maintains good health.
6. Identify some common health problems which might occur in the body systems.
7. Relate how a problem in one body system affects other systems of the body.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Point out cavities, organs and body systems of the human body, using diagrams and/or wall charts.

2. Invite guest speakers from nursing homes, hospitals, State Health Department, to report on how improper functioning of one body system affects other body systems.

3. Use transparencies to illustrate lectures.

4 Divide students into small groups. Each group select a common health problem and indicate which body system or systems are affected.

5. Show filmstrip on muscular and nervous systems.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Diagrams of the human body, organs etc.

2. Transparencies of human body and its parts.

3. Overhead projector and screen.

4. Wall chart of parts of the body.

5. Filmstrip projector.

RESOURCES:

Anthony, Catherine Parker. STRUCTURE AND FUNCTION OF THE BODY. The C.V. Mosby Co., St. Louis, MO. 1980.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1982.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Unit 4, Anatomy and Physiology, 1981. Arizona Department of Education, Phoenix, Arizona.

Filmstrips:
EJ0350 THE NERVOUS SYSTEM AND IT'S FUNCTION. One color filmstrip, one cassette and brief teaching notes. Career Aids, Chatsworth, CA.

EJ0355 THE MUSCULAR SYSTEM AND IT'S FUNCTION. One color filmstrip, one cassette and brief teaching notes. Career Aids, Chatsworth, CA.

4.0 **COMPETENCY/SKILL:** Demonstrates an understanding of human development and age-related problems.

4.3 **TASK:** Identifies the developmental aspects of children from infancy through adolescence.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given children in the developmental states of infancy through adolescence,

EVALUATION: identifies the characteristics of children in each developmental stage of childhood and the implications for the caregiver.

STANDARD: The explanation will include the expected behavior of each developmental stage and will select appropriate guidance procedures when interacting with children.

STUDENT LEARNING EXPERIENCES:

1. Brainstorm words or phrases which describe a newborn. Document the accuracy of the words or phrases by consulting written sources on child development.

2. Observe infants from one month to nine months of age and compare and contrast primary reflexes of the infants observed.

3. Ask questions to mothers of infants concerning infant behavior at various ages.

4. Study the general characteristics of pre-school, elementary age children and adolescents from sources written by child development authorities.

5. Observe in day care centers, preschools and elementary schools, the typical behaviors of toddlers, two, three, four, five and six year olds. Use the observation sheet provided by the instructor.

6. Spend about two hours in a shopping center observing children and adolescents of various ages, using an observation form provided by instructor.

7. Observe how parents or other adults who are shopping with children, guide behavior of children.

8. Identify the difference between punishment and guidance and suggest desirable ways of dealing with unacceptable behavior of children in public.

9. Interview various ages of adolescents about their concerns and summarize the findings in class.

10. Collect suggestions from child development authorities about helping adolescents with their concerns.

11. Identify some common crisis situations children and adolescents experience and describe how they may be assisted in dealing with crisis situations.

12. Visit children in hospital wards and identify procedures used with them to keep them satisfied.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Arrange for a panel of mothers with infants to come to class to discuss the behavior of infants.

2. Develop an observation form for students to use in observing children and adolescents. Give students copies of them for their observations.

3. Set up field trips to child care centers, preschools, and elementary schools to observe children. The quality of the centers should be carefully checked before using them as observation centers. Community colleges have observation booths and quality programs to observe.

4. Develop an interview form in class to use in interviewing adolescents.

5. Bring a speaker to class to suggest ways of helping adolescents who are experiencing problems.

6. Arrange for speakers who work with handicapped or special children and have them suggest procedures to use in helping these children to cope with their special needs. Have them explain how developmental stages may be different for children who are disabled.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Observation centers which have been checked out for quality, and permission obtained for students to visit the centers.

RESOURCES:

Berger, Kathleen Stassen, THE DEVELOPING PERSON THROUGH CHILDHOOD AND ADOLESCENCE. Worth Publishers, NY. 1986.

Dworetzky, John P. INTRODUCTION TO CHILD DEVELOPMENT. West Publishing Company, St. Paul, MN. 1987.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. 2nd Edition. The C.V. Mosby Company, St. Louis, MO. 1987.

4.0 **COMPETENCY/SKILL:** Demonstrates an understanding of human development and age-related problems.

4.4 **TASK:** Identifies the developmental aspects of early and middle adulthood and the implications for care of early and middle-age adults.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given persons or case studies of persons in the stages of early (18-40) and middle (40-65) adulthood,

EVALUATION: identifies concerns or developmental tasks of these two age categories and the implications for the caregivers.

STANDARD: The identification will conclude that young adults are concerned about selecting an occupation with its educational prerequisites, interacting with the opposite sex and maybe choosing a marriage partner and becoming a parent, and developing a satisfactory sex life.

Adults in their middle years will be identified as adjusting to less physical vitality, perhaps having grown children, developing leisure time activities and relating to aging parents.

STUDENT LEARNING EXPERIENCES:

1. Compare the differences between early and middle aged adults as portrayed in such magazines as MODERN MATURITY, SAVVY, GLAMOUR, SPORTS ILLUSTRATED, HUNTING AND FISHING and others and answer the questions:
   a. What are the major concerns of each age group?
   b. How important is a successful career to young adult males and females?
   c. What impact, if any, does a successful career have on parenthood?
   d. How does the high divorce rate impact upon young and middle aged adults and their offspring?
   e. How does temporary or permanent disability or illness impact upon young adults or middle ageD adults and their families?

2. Name some factors which influence how quickly individuals "age" or "stay young".

3. Be on a panel discussion for some topic pertaining to middle age (40-65).

4. Discuss how the knowledge about young adults and middle aged adults impact on the role of a caregiver.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Present what students should look for in magazines indicating what young adults and middle aged adults are like. For example, SAVVY has content dealing with successful young female adults in careers. SPORTS ILLUSTRATED has articles about successful athletes. Find the characteristics which are portrayed about both age groups in a range of magazines.

2. Contribute to the list some factors which influence how quickly individuals "age" or "stay young." List such things as nutrition, occupation, lack of stress, physical work done under adverse conditions, etc.

3. Plan a series of panel discussions with students doing the research before the presentation. Pursue such topics as these:
   a. Displaced homemaker and its effect upon middle aged women.
   b. Influence of robotics and computers in the workforce and the impact upon the males and females working in the industry.
   c. The return home of young adults to the parental home.
   d. Caring for aged parents and effect upon middle aged adults.
   e. Becoming parents after 40 years of age.
   f. Effect of drugs and alcohol on young adults and middle aged adults.

4. Have a class discussion on how the knowledge about young and middle age adults would effect a caregiver in the home.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. A variety of magazines that students may use.

RESOURCES:

Dworetzky, John P. INTRODUCTION TO CHILD DEVELOPMENT. West Publishing Company, St. Paul, MN. 1987.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. 2nd Edition. The C.V. Mosby Company, St. Louis, MO. 1987.

4.0 **COMPETENCY/SKILL:** Demonstrates an understanding of human development and age-related problems.

4.5 **TASK:** Identifies the developmental aspects of late adulthood and the implications for care of aging adults.

PERFORMANCE OBJECTIVE:

CONDITION: Given persons or case studies of persons in the stage of late adulthood (65-85 and 85+),

EVALUATION: identifies characteristic of persons in these stages and the implications for the caregiver.

STANDARD: Characteristic behavior anticipated or seen will be explained and interaction techniques will be selected for the various behaviors/situations.

STUDENT LEARNING EXPERIENCES:

1. Discuss in class the stereotypes of the past sixty-five age persons.
2. Compare people of different ages, in different activities and careers, and determine what "old" means.
3. Research the role of the elderly in the home and in the community.
4. Locate community services available to the aged.
5. Observe and/or study the physical and psychological characteristics of the person sixty-five to eighty five years of age and those eighty-five and over.
6. Study the intellectual degeneration of the elderly.
7. Plan activities and recreation appropriate for the aged. Compare and contrast 65-85 age group with 85 and over.
8. List the emotional needs of the aged.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss stereotypes of older people vs. reality.

2. List key physical and psychological characteristics of aged on chalkboard or overhead projector.

3. Define 'intellectual degeneration'. List and discuss most common causes.

4. Brainstorm on emotional needs of aged.

5. Take field trips to adult community centers, retirement communities, nursing homes, hospice centers.

6. Invite speakers from adult community centers, Geriatric professors from university, persons who work with elderly in nursing homes etc., to discuss the characteristics of the aged and the implications for care.

7. Role play situations in which students take the part of an aging person and/or caregivers.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Case studies of elderly for students to evaluate.

2. Role playing situations for students to act out.

3. Overhead projector and screen.

4. Lists of the following characteristics of people aged sixty-five and over: physical, psychological, intellectual.

RESOURCES:

Dworetzky, John P. INTRODUCTION TO CHILD DEVELOPMENT. West Publishing Co., St. Paul, MN. 1987.

Huyck, M.H. and W. Hoyer. ADULT DEVELOPMENT AND AGING. Wadsworth, Belmont CA. 1982.

Roach, M. ANOTHER NAME FOR MADNESS. Houghton Mifflin, Boston, MA. 1985.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. 2nd Edition. The C.V. Mosby Co., St. Louis, MO. 1987.

Whitbourne, S.K. and C.S. Wernstock. ADULT DEVELOPMENT: THE DIFFERENTIATION OF EXPERIENCE. Praeger, NY. 1986.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 9, 1981.

5.0 **COMPETENCY/SKILL:** Uses safe body mechanics.

5.1 **TASK:** Identifies the structure and functions of the musculoskeletal system.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given diagrams of the musculoskeletal system,

EVALUATION: states the function and identifies the parts of the musculoskeletal system.

STANDARD: Labeled diagrams will include all major bones, muscles and joints of the body and their functions.

STUDENT LEARNING EXPERIENCES:

1. Examine and study a model of skeletal system.
2. State functions of skeletal system.
3. List types of bones with examples of each.
4. Identify names of the bones.
5. Identify location of bones.
6. Define terminology related to bones, joints and muscles.
7. List types of joints and the movement that each type permits.
8. Explain the different types of muscles and their functions in the body.
9. Describe the interrelationship between the skeletal and muscular systems.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Review function of skeletal system, the types of bones and their location.

2. Prepare and distribute handouts of skeletal system, muscular system and joints.

3. Prepare and distribute handouts of terminology related to the skeletal system, muscular system, and joints.

4. Explain the types of joints found in the body, location, movement allowed (function).

5. Discuss the functions of the muscular system and the types of muscles found in the body.

6. Summarize interrelation of skeletal and muscular systems.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Human skeleton or diagram of skeletal system.

2. Model of human body or transparencies of the musculoskeletal system.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro, THE HEALTH CARE WORKER. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 83-91, 1985.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, Az., Unit 4, Module B, 1981.

Meyer R.N., E. June . NURSE ASSISTANT IN LONG-TERM CARE FACILITY. University of Missouri, Columbia, MO. pp. 101,107, 1980.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co., St. Louis, MO. pp. 57-61, 1987.

Wernig, Julie K. and Barbara Baranishyn (instructor's Guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 39-41, 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 42-43, 1982.

"Musculoskeletal System." (wall chart) Carolina Biological Supply, Gladstone, OR.

"Musculoskeletal System." (anatomical model) Concept Media, Irvine, CA.

"Musculoskeletal System." (anatomical model) Medical Plastics Laboratory, Gatesville, TX.

"Musculoskeletal System." (wall chart) MedCom Inc. (Trainex Division) Garden Grove, CA.

"Musculoskeletal System." (anatomical model transparency, wall chart) Nasco, Modesto, CA.

5.0 **COMPETENCY/SKILL:** Uses safe body mechanics.

5.2 **TASK:** Demonstrates safe body mechanics when lifting or moving any given object.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given an object to lift or move,

EVALUATION: demonstrates safe body mechanics.

STANDARD: The demonstration should include procedures for lifting or moving an object without injury to object or self.

STUDENT LEARNING EXPERIENCES:

1. Define body mechanics terminology.
2. Discuss key points (basic rules) about body mechanics.
3. Practice and critique individual demonstrations of body mechanics.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Define terminology, related to body mechanics.

2. List the basic rules of body mechanics then discuss the rationale of each.

3. Demonstrates each basic rule:
   a. push or pull
   b. feet apart
   c. moving close to object
   d. holding objects close
   e. lifting by straightening legs
   f. squatting
   g. pivoting
   h. smooth movements

4. Arrange for guest speaker on body mechanics (physical or occupational therapist, chiropractor or orthopedist).

5. Arrange room for practice of body mechanics.

6. Show filmstrip on body mechanics.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Overhead projector, transparency, screen.

2. Teacher developed checklist.

3. Equipment/materials available to lift or move.

4. Filmstrip projector, screen.

RESOURCES:

"BODY MECHANICS" (Filmstrip) Trainex Corporation, Garden Grove, CA.

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 181-183, 1985.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, Az., Unit 3, Module B, 1981.

Meyer R.N., E. June. NURSE ASSISTANT IN LONG - TERM CARE FACILITY. University of Missouri, Columbia, MO. pp. 175-178, 1980.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT, C.V. Mosby Co., St. Louis, MO. pp. 123-126., 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 69-72, 1982.

5.0 **COMPETENCY/SKILL:** Uses safe body mechanics.

5.3 **TASK:** Assists clients with range of motion exercises (ROM).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a role play situation, manikin or client,

EVALUATION: assists client with range of motion exercises.

STANDARD: The demonstration of exercises should:

1. Show communication with client
2. Not cause pain
3. Use flat part of hand and fingers
4. Follow logical sequence of exercise
5. Not bend or straighten body part farther than it will go
6. Use steady movement

STUDENT LEARNING EXPERIENCES:

1. Define range of motion related terms
2. Explain the principles (rules) of range of motion exercises
3. List types of range of motion exercises and the involvement of the client and helper (assistant) for each.
4. Identify different range of motion exercises.
5. Practice and critique individual assistance of range of motion exercises.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Review and define terminology (ROM, extension, flexion, rotation, hyperextension, pronation, supination, adduction, abduction, dorsiflexion, inversion, joints, medial lateral, deviation, dorsal, plantar, eversion, anterior, posterior)

2. After distributing terminology handout, demonstrates range of motion exercises.

3. Using transparency or model, demonstrates relationship between muscle and joints to movement.

4. Demonstrate range of motion exercises, describing the procedure as each exercise is performed - shoulder movement, full arm movement, fingers and thumb, hip and leg, foot and toes.

5. Obtain guest speaker on range of motion exercises (physical or occupational therapist)

6. Arrange room for practice of range of motion exercises.

7. Show filmstrip on range of motion exercises.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Bed (if not available, chair or floor will do).

2. Transparency, overhead projector, screen.

3. Filmstrip projector, screen.

RESOURCES:

EXERCISES - HOME CARE MANUAL FROM THE AMERICAN FAMILY HEALTH INSTITUTE. Springhouse Corp., Springhouse, PA. pp.1-32, 1986.

"RANGE OF JOINT MOTION EXERCISE TO PREVENT CONTRACTURES." (filmstrip) Trainex Corporation, Garden Grove, CA.

Meyer R.N., E. June. NURSE ASSISTANT IN LONG-TERM CARE FACILITY, University of Missouri, Columbia, MO. pp. 545-554, 1980.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co., St. Louis, MO. pp. 304-308, 1987.

Wernig, Julie K. and Barbara Baranishyn, (Instructor's Guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 109-110, 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 150-157, 1982.

5.0 **COMPETENCY/SKILL:** Uses safe body mechanics.

5.4 **TASK:** Assists clients in transfer activities.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a role play situation or client,

EVALUATION: assists client in transfer activity.

STANDARD: The transfer activity should include:

1. progressive action
2. placement and comfort of chair
3. regulation of room temperature
4. adequate clothing
5. adjusting height of bed
6. pivot principle and weight distribution
7. securing bed and chair
8. signs and symptoms of position change
9. safe use of all equipment

STUDENT LEARNING EXPERIENCES:

1. Observe and summarize main points to be considered when assisting a client in transfer.
2. List different transfer techniques including transfer belt and transfer board.
3. Practice and critique transfer techniques
4. Discuss proper type of chair for client use.
5. Discuss use of mechanical lift.
6. Demonstrate use of mechanical lift (if available).

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Prepare handout of the main points to consider when assisting in transfer and different transfer techniques.

2. Review main points and different transfer techniques using handouts or transparencies.

3. Arrange room for transfer activity.

4. Demonstrate different transfer techniques and the mechanical lift (if available).

5. Explain selection of the proper type of chair for client usage and use of mechanical lift.

6. Show filmstrip on lifting/moving client.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Overhead projector, transparency, screen.

2. Mechanical lift.

3. Chair.

4. Filmstrip projector, screen.

RESOURCES:

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 8, Module B, 1981.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co. St. Louis, MO. pp. 139-148, 1978.

Wernig, Julie K. and Barbara Baranishyn. (Instructor's Guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 110-116, 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 158-163, 1982.

"LIFTING, MOVING AND TRANSPORTING PATIENT. (filmstrip) Trainex Corporation, Garden Grove, CA.

5.0 **COMPETENCY/SKILL:** Uses safe body mechanics.

5.5 **TASK:** Positions client to provide for comfort, circulation, alignment and prevention of complications (including logrolls).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a role play situation, manikin or client,

EVALUATION: positions client in bed (on back, involved side uninvolved side, raising head and shoulders, logrolling).

STANDARD: Position should provide for comfort, correct circulation, alignment and prevention of complications.

STUDENT LEARNING EXPERIENCES:

1. Define terms related to positioning of client.
2. List principles to consider when positioning client in bed.
3. Practice and critique positioning person in bed.
4. Discuss problems concerning the moving of client.
5. Demonstrate positioning client with and without their assistance.
6. Demonstrate positioning client in bed with the help of one or two people.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Arrange for guest speaker (occupational or physical therapist, chiropractor) to discuss the body and alignment for various positions or actions.

2. Discuss positions of client in bed on back, involved side, uninvolved side, raising head and shoulders, and logrolling).

3. Prepare handout of terminology used.

4. Demonstrate various methods for positioning clients in bed.

5. Show film/filmstrip on positioning.

6. Arrange room for practice of positioning clients in bed.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Bed, pillows (small, medium, large), towels (hand, bath, wash, clothes), foot boards, sand bags.

2. Filmstrip projector, screen.

RESOURCES:

"PATIENT POSITIONING." (filmstrip) Trainex Corporation, Garden Grove, CA.

Meyer R.N., E. June. NURSE ASSISTANT IN A LONG-TERM CARE FACILITY. University of Missouri, Columbia, MO. pp. 513-544, 1980.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co., St. Louis, MO. pp. 126-137, 1987.

Wernig, Julie K. and Barbara Baranishyn. BEING A HOMEMAKER/HOME HEALTH AIDE (Instructor's Guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 63-69, 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 73-82. 1982.

5.0 **COMPETENCY/SKILL:** Uses safe body mechanics.

5.6 **TASK:** Assists clients in ambulation, using assistive devices. (Example: walker, crutches or canes).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a role play situation or client,

EVALUATION: assists client in ambulation using assistive devices.

STANDARD: Ambulation (walker, crutches or cane) should include:

1. correct procedure for the client to come to a standing position
2. use of guarding/transfer belt for extra support
3. stand on clients weaker side and a little behind
4. one hand on guarding/transfer belt, other hand in front of collarbone on the weaker side

STUDENT LEARNING EXPERIENCES:

1. Explain advantages of ambulation.
2. Identify safety factors to consider when ambulating a client in the home.
3. Pair-up and practice (walker, crutches, canes) ambulation, then critique.
4. Describe and discuss use of supportive devices for ambulation.
5. Observe the action to take to prevent a fall.
6. In pairs, demonstrate procedure for breaking a fall.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss advantages of ambulation, list on chalkboard or transparency.

2. State several safety factors to consider for ambulation, list on chalk board or transparency.

3. Demonstrate assisting a client with ambulation using a walker, crutches, cane and other ambulation devices available. Demonstrate breaking a fall.

4. Explain the types and use of supportive devices for ambulation.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Walker, crutches, cane (other ambulation devices available).

2. Overhead projector, transparency, screen.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 176-177, 1985.

Meyer R.N., E. June. NURSE ASSISTANT IN A LONG-TERM CARE FACILITY. University of Missouri, Columbia, MO. pp. 503-511, 1980.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co., St. Louis, MO. pp. 309-314, 355, 1987.

Wernig, Julie K. and Barbara Baranishyn. BEING A HOMEMAKER/HOME HEALTH AIDE (Instructors Guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 116. 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 163-164, 1982.

UP AND AROUND. (pamphlet) Public Health Service, U.S. Government Printing Office, Washington, D.C.

6.0 **COMPETENCY/SKILL:** Maintains a safe home environment.

6.1 **TASK:** Identifies the common safety and security hazards and uses preventive methods.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a home environment,

EVALUATION: identifies the common safety and security hazards and uses preventive methods.

STANDARD: Identification should include each room in house with safety and security hazard for each, then a statement of a preventive measure for each, a diagram of house with marked fire escape routes, and names and telephone numbers of persons to call in case of emergency.

STUDENT LEARNING EXPERIENCES:

1. List general rules of home safety.
2. Discuss reasons for accidents in the home.
3. Identify most common safety and security hazards found in the home (by room) and preventive measures that could be taken.
4. Explain what causes fires and what can be done to prevent fires.
5. Describe actions to be taken in case of fire.
6. Rehearse escape and evacuation procedures and routes.
7. Locate names and telephone numbers of persons to call in case of emergency.
8. Answer callers at door with courtesy and caution.
9. Lock doors, windows and other "vulnerable" areas.
10. Check smoke alarms and fire extinguishers to see if functioning.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain general rules of home safety.

2. Discuss what common safety and security hazards could be found in the home - room by room - and what preventive measures could be taken.

3. Ask students to respond to (a) reasons why accidents occur in the home (b) what causes fires and (c) how to prevent fires.

4. Arrange for guest speaker (police, fire or health department, telephone company), on home security, fire safety, smoke detectors, procedures.

5. Arrange mock fire drill, then have students describe actions.

6. Demonstrate telephone courtesy and answering door to unknown persons, locking windows/doors.

7. Display diagram of house with two marked fire escape routes (have students diagram own home/apartment)

8. Set up role play for answering door.

9. Show filmstrips on safety and safety procedures.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Pamphlets, films, posters from local Industrial Commission, Safety Council or Department of Health.

2. Filmstrip, projector, screen.

3. Telephone books.

4. Smoke alarm/detectors.

5. Graph paper (for floor plan of house), pencils, erasers, straight edges.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER. Brady Communications Co., Inc., Bowie, MD., pp.173-175, 178-180, 1985.

Wernig, Julie K. and Barbara Baranishyn. (Instructor's Guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 70-85, 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 99-107. 1982.

"HOW'S YOUR SAFETY PROFILE ?" (filmstrip) Trainex Corp., Garden Grove, CA.

"SAFETY PROCEDURES". (filmstrip) The Brady Co., Prentice-Hall, Englewood Cliffs, NJ.

6.0 **COMPETENCY/SKILL:** Maintains a safe home environment.

6.2 **TASK:** Assists the client with self-administered medication.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a role play situation or client,

EVALUATION: assists the client with self-administered medication.

STANDARD: The assistance should include the use of required equipment for medication, aseptic technique, communication and observation skills.

STUDENT LEARNING EXPERIENCES:

1. Discuss difference between "administering medication" and "assisting with medication".
2. Define role of homemaker/home health aide in relation to medication.
3. Review procedure for assisting client with medication.
4. Practice proper techniques for assisting clients with various types of medication.
5. Discuss methods of medication storage and disposal.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss the roles of doctor, pharmacist and nurse in prescribing, dispensing and administering medication differentiating between assisting and administering.

2. Ask students to give examples of situations involving assisting and administering medications in home environment.

3. Review (handout, transparency, chart) common features on all medication.

4. Show sample prescription (may use overhead projector) discuss each component: name of client, generic or brand name, form desired (pill, liquid), strength, number of doses, amount of medication for each dose and number of doses each day, special instructions refills, prescriber's name, DEA number of prescriber if using a controlled substance.

5. Point out (handout/transparency) to student why medication should be stored properly.

6. Arrange guest speaker on medication safety.

7. Demonstrate proper techniques for assisting with medication.

8. Lead discussion on different routes used for medication administration.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Sample prescription labels, bottles, forms of medication (ointment, pills, fluid, etc.)

2. Overhead projector, transparencies, chart of medication (potential benefit/harm, correct dosage, generic/brand name, storage effects on medication, risks if combined with alcohol or other drugs, price variation)

RESOURCES:

Wernig, Julie K. and Barbara Baranishyn. (Instructor's Guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliff, NJ. pp. 169-176. 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 245-249. 1982.

7.0 **COMPETENCY/SKILL:** Maintains a clean environment.

7.1 **TASK:** Identifies the infectious process, methods of prevention and modes of transmission of disease.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given an example of a disease-causing microorganism,

EVALUATION: identifies the infectious process, methods of prevention and modes of transmission of disease.

STANDARD: The identification should include the conditions needed for a microorganism to grow, the parts of the infectious process, modes of transmission and methods of prevention.

STUDENT LEARNING EXPERIENCES:

1. Define terms related to the infectious process, prevention or control of, and modes of transmission.
2. Name general types of microorganisms.
3. Name conditions needed for microorganisms to grow and what areas in the home these conditions are present.
4. List where microorganisms are found.
5. Explain relationship between microorganism and infection control.
6. List ways microorganisms (infection) are spread (transmitted).
7. Discuss methods of preventing microorganisms from growing, multiplying and spreading.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss and write on chalkboard
   - how microorganisms are both helpful and harmful to people
   - five general types of microorganisms
   - relationship between microorganisms and infection control.

2. Ask students to list on chalkboard
   - where microorganisms are found
   - ways microorganisms are spread.

3. Explain methods of preventing infection from growing, multiplying and spreading.

4. Review with students conditions under which microorganisms need to grow and areas in the home where the necessary conditions are present.

5. Provide list of terms (handout/transparency/chalkboard) related to infectious process, prevention and control of and modes of transmission.

6. Arrange for guest speaker (health department-communicable diseases, nurse)

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Overhead projector, transparencies, screen.

2. Handout of terms.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 155-170. 1985.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co., St. Louis, MO. pp. 116-121, 1987.

Wernig, Julie K. and Barbara Baranishyn (Instructor's Guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 50-54. 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 59-61. 1982.

7.0 **COMPETENCY/SKILL:** Maintains a clean environment.

7.2 **TASK:** Demonstrates the general principles of cleanliness (Asepsis).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given objects,

EVALUATION: demonstrates general principles of cleanliness (asepsis) and isolation technique.

STANDARD: The demonstration should include a sterile surface touching only a sterile surface, a clean surface touching only a clean surface, contaminated surface touching only contaminated surface. The isolation technique should include: gowning, gloving masking and double bagging.

STUDENT LEARNING EXPERIENCES:

1. Identify general principles of cleanliness (asepsis).
2. List general principles of cleanliness (asepsis).
3. Identify terms related to the practice of asepsis.
4. Explain differences between medical asepsis, disinfection and sterilization.
5. Describe common practices of medical asepsis.
6. Discuss importance of handwashing.
7. Discuss when to wash hands.
8. List procedure (steps) for handwashing while observing teacher demonstration.
9. Practice handwashing.
10. Discuss reasons for using isolation techniques. (Hepatitis, AIDS, Herpes Zoster, Scabies, etc.)
11. Identify types of isolation:
    -Wound, and skin precautions, blood precautions and enteric precautions.
12. Demonstrate isolation technique-gowning, gloving, putting on mask and double bagging.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain the general principles of cleanliness (asepsis), and procedure for handwashing.

2. Provide separate handout/transparency of principles of asepsis and terms related to asepsis.

3. Prepare and distribute handouts of procedures for handwashing.

4. Show filmstrip on asepsis.

5. Arrange for guest speaker on asepsis (nurse).

6. Arrange room for practice of handwashing.

7. Demonstrate procedures for wet heat sterilization, dry heat sterilization, and handwashing.

8. Discuss the differences between medical asepsis, disinfection and sterilization (may write on chalkboard or transparency), the importance of handwashing and when to wash hands.

9. Arrange for speaker on AIDS, Hepatits, Herpes etc. from Department of Health Services, County Health Department or local Hospital Infection Control Nurse.

10. Demonstrate isolation technique.

11. Show filmstrip on isolation technique.

12. Prepare and distribute handouts on isolation technique.

13. Discuss how to avoid the health hazards (to self and others) if working with clients who have communicable diseases.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Overhead projector and transparencies.

2. Filmstrip projector, screen.

3. Oven, stove, sink.

4. Soap, nailbrush or orange stick, towels, waste basket, large pot with lid, timer, tongs, pot holder, pie pan, one quart jar and lid, salt.

5. Gowns, gloves, masks, hampers, plastic bags.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 159-161. 1985.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 6, Modules A, B and C 1981.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co., St. Louis, MO. pp. 113-121. 1987.

Wernig, Julie K. and Barbara Baranishyn. BEING A HOMEMAKER/HOME HEALTH AIDE (Instructor's Guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 50-57. 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 59-67. 1982.

"MEDICAL ASEPSIS." (filmstrip) Trainex Corporation, Garden Grove, CA.

"Isolation Technique." (filmstrip) Trainex Corporation, Garden Grove, CA.

7.0 **COMPETENCY/SKILL:** Maintains a clean environment.

7.3 **TASK:** Performs light housekeeping to assure that rooms are clean and in order.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given an unclean and disorderly area,

EVALUATION: performs light housekeeping.

STANDARD: The housekeeping should include the necessary supplies, products and equipment, appropriate usage of supplies, products and equipment correct disposal of rubbish and a work plan.

STUDENT LEARNING EXPERIENCES:

1. Explain physical and psychological importance of clean environment.

2. Describe general principles of cleaning:
   - necessary supplies
   - basic kinds of cleaning products
   - cleaning equipment
   - differences in cleaning and dusting different areas, objects and appliances.
   - disposing of rubbish (trash, garbage)
   - frequency of cleaning/workplan.

3. Explain purpose of a workplan.

4. Identify precautions in using and storing caustic or poisonous household products.

5. Review tasks frequently performed (sweeping, mopping, general clean-up of bathroom).

6. Practice cleaning of various surfaces (wood, tile, glass, metal, walls, floors).

7. Practice using various cleaning equipment (mop, broom, vacuum).

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss the physical and psychological importance of a clean environment, also the precautions and safety measures on using and storing household products.

2. Demonstrate
   - cleaning of various surfaces (floors, walls, tile, wood, glass, metal)
   - using different equipment (vacuum, mop, broom, dust cloth).

3. Ask students to indicate duties performed by Homemaker/Home Health Aide then as group determine which are appropriate and inappropriate for the different job classifications.

4. Arrange room for practice of various cleaning equipment.

RESOURCES:

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT. C.V. Mosby Co., St. Louis, MO. pp. 442-446. 1987.

8.0 **COMPETENCY/SKILL:** Provides or assists with personal care.

8.1 **TASK:** Cares for and assists individuals who are chronically ill, handicapped, or disabled.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given situations involving individuals who are chronically ill, handicapped, or disabled,

EVALUATION: demonstrates the ability to care for and assist clients.

STANDARD: Adapt care to meet each individual's need, i.e. those who are chronically ill, handicapped, or disabled.

STUDENT LEARNING EXPERIENCES:

1. Identify chronic illnesses, handicaps, and disabilities that may be encountered in clients in the home.

2. State the psychological aspects associated with chronic illnesses, handicaps, and disabilities.

3. Practice caring for and assisting clients with chronic illnesses, handicaps, and disabilities.

4. Role play and analyze situations involving attending and assisting clients with chronic illnesses, handicaps, and disabilities.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss chronic illnesses, handicaps and disabilities, that may be encountered in the home.

2. Show filmstrip "Disabilities Associated with Aging (Concept Media).

3. Discuss the psychological aspects associated with chronic illnesses, handicaps, and disabilities.

4. Develop role play situations involving clients with chronic illnesses, handicaps, and disabilities.

5. Demonstrate methods of attending and assisting clients with various chronic illnesses, handicaps, and disabilities.

6. Provide practice using a lab partner.

7. Supervise guided practice.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Role play situations involving various persons in the home.

2. Filmstrip projector with cassette player.

RESOURCES:

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers, Inc., Albany NY. pp. 34, 1985.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 20-23. 1982.

"DISABILITIES ASSOCIATED WITH AGING." (filmstrip) program 8 of Successful Aging Series. Concept Media, Irvine, CA.

8.0 **COMPETENCY/SKILL:** Provides or assists with personal care.

8.2 **TASK:** Provides or assists the client with personal care.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given equipment for performance of personal care and client, lab partner or manikin,

EVALUATION: demonstrates the procedure for providing or assisting with personal care.

STANDARD: The procedures to be performed will include:
- bath
- backrub and perineal care
- mouth/denture, hair, nail care
- shave
- dressing
- unmedicated vaginal douche.

STUDENT LEARNING EXPERIENCES:

1. Collect needed equipment.

2. Demonstrate caring for and assisting a client with a bath (bedbath - complete or assist, partial bath, shower/tub).

3. Demonstrate the procedure for giving a back rub and attending and assisting with perineal care.

4. Demonstrate attending and assisting with mouth/denture care; hair care and shampoo; fingernail, toenail and foot care; shaving and dressing.

5. Demonstrate the procedure for giving an unmedicated vaginal douche.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Lecture/discussion of procedures for attending and assisting with personal care including bath, backrub, perineal care, mouth/denture care, hair and nail care, shave, dressing and douche.

2. Show films or filmstrips on bathing, oral care, basic patient care, personal care.

3. Demonstrate attending and assisting with personal care.

4. Provide practice on manikin (can be obtained from Concept Media, Nasco or number of other suppliers) or with lab partner.

5. Supervise guided practice.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Lab partner, manikin, or client.

2. Washbasin.

3. Soap dish with soap.

4. Wash cloth.

5. Towels.

6. Deodorant.

7. Lotion.

8. Toothbrush and toothpaste.

9. Comb, brush, shampoo and conditioner, pitcher or plastic bottle, plastic sheet or bag.

10. Nail file or emery board, orange stick and small scissors.

11. Clean clothing.

12. Vaginal irrigation bag and tubing.

13. Film projector.

14. Filmstrip projector with cassette player.

RESOURCES:

Breitung, Joan Carson. CARING FOR OLDER ADULTS, W.B. Saunders Company, Philadelphia, PA. pp. 160-167, 170-173, 201-203. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 8, Modules A2, C1, C2, and I, 1982.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers, Inc., Albany NY. pp. 196-212. 1985.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 129-153. 1986.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 178-214. 1978.

Summers, Louise, DIVERSIFIED HEALTH OCCUPATIONS, Delmar Publishing, Inc., Albany, NY. pp. 314-329. 1983.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE, The Brady Co. Prentice-Hall, Englewood Cliffs, NJ. pp. 109-131. 1982.

"GIVING A COMPLETE BEDBATH." (filmstrip) Career Aids, Chatsworth, CA.

"ORAL CARE." (filmstrip) Career Aids Inc., Chatsworth, CA.

"BASIC PATIENT CARE." (filmstrip) Concept Media, Irvine, CA.

"PERSONAL CARE IN LONG TERM ILLNESS." (filmstrip) MedCom Inc., Trainex Division, Garden Grove, CA.

"BASIC NURSING CARE." (filmstrip) MedCom Inc., Trainex Division, Garden Grove, CA.

"SKIN CARE AND BATHING PREPARATION." (filmstrip) MedCom Inc., Trainex Division, Garden Grove, CA.

8.0 **COMPETENCY/SKILL:** Provides or assists with personal care.

8.3 **TASK:** Prevents decubitus ulcers.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given situations involving skin care to prevent decubitus ulcers,

EVALUATION: identifies the structure and function of the integumentary system, changes to observe for and report, and demonstrate procedures for good skin care.

STANDARD: Identification will include:
- functions of the skin,
- major parts and function of each,
- skin changes, potential problems, and reporting.

Demonstration will include the proper skin care to prevent decubitus ulcers.

STUDENT LEARNING EXPERIENCES:

1. Define decubitus ulcer.
2. Identify functions of the skin.
3. Locate and name major parts of the integumentary system on a given diagram.
4. Identify the function of each of the major parts.
5. Describe common disorders of the integumentary system.
6. Discuss the importance of proper cleansing of the skin.
7. List skin changes to observe and report.
8. Demonstrate the procedure for proper skin care on a lab partner or manikin.
9. Discuss the purpose of each step of the procedure.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss parts and functions of the integumentary system.

2. Show film on skin and skin care.

3. Review the major parts of the integumentary system on a wall chart or anatomical model (can be obtained from Carolina Biological Supply, Concept Media, Nasco or number of other suppliers).

4. Prepare a diagram and have students identify the major parts of the integumentary system and discuss common disorders.

5. Discuss the importance and procedure for proper cleansing of the skin.

6. Discuss the skin changes to observe and report.

7. Demonstrate how to give proper skin care.

8. Supervise guided practice between classmates or on a manikin (can be obtained from Concept Media, Nasco, Medical Plastics Laboratory or a number of other suppliers).

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Wall chart/anatomical model.

2. Diagrams.

3. Lotion.

4. Manikin or lab partner.

5. Film projector.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER. An Introduction to Health Occupations, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 122-124. 1985.

Breitung, Joan Carson. CARING FOR OLDER ADULTS, W.B. Saunders Company, Philadelphia, PA. pp. 156-160, 167-170. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, Az., Unit 4, Module C, 1987, Unit 8, Module C3, 1982.

Huber, Helen, Audree Spatz, and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers, Inc., Albany, NY. pp. 51-53, 231-237. 1985.

Memmler, Ruth and Dena Wood. HUMAN BODY IN HEALTH AND DISEASE, 6th Edition, J.B. Lippincott Company, Philadelphia, PA. pp. 61-69. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. pp. 199-208. 1986.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 56-57, 214-216. 1987.

Solomon, Eldia Pegel and Gloria Phillips. UNDERSTANDING HUMAN ANATOMY & PHYSIOLOGY. W.B. Saunders Company, Philadelphia, PA. pp. 59-70. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 40-41. 1982.

"SKIN." (filmstrip) Career Aids Inc., Chatsworth, CA.

"SKIN CARE AND BATHING PREPARATION." MedCom Inc., Trainex Division, Garden Grove, CA.

8.0 **COMPETENCY/SKILL:** Provides or assists with personal care.

8.4 **TASK:** Provides for elimination.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given situations involving elimination,

EVALUATION: Identifies the basic structure and function of the gastro-intestinal system, state reasons to force or limit fluids, and demonstrate procedures for assisting clients with elimination.

STANDARD: Identification will include:
- major organs and function of each,
- accessory organs and function of each,
- methods of reinforcing bladder and bowel training,

Demonstration will include:
- assisting the client with the use of equipment for elimination,
- administering enemas,
- inserting a rectal tube,
- providing personal care for the incontinent client, recording and reporting progress.

STUDENT LEARNING EXPERIENCES:

1. Locate and name major organs of the gastrointestinal system on a given diagram.

2. Identify the function of each of the major organs.

3. Locate and name the accessory organs on a given diagram.

4. Identify the function of each of the accessory organs.

5. Describe common disorders of the gastro-intestinal system.

6. Demonstrate the administration of cleansing (soap suds, tap water, commercially prepared) and commercially prepared oil retention enemas on a manikin (can be obtained from Concept Media, Healthco or number of other suppliers).

7. Demonstrate inserting a rectal tube.

8. Demonstrate assisting with emesis basin, bedpan, urinal, commode and toilet seat extension using a lab partner.

9. Demonstrate providing personal care for the incontinent client on a manikin, include recording and reporting the client's progress.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss the major organs of the gastrointestinal system, the function of each and common disorders.

2. Show film or filmstrip on the gastrointestinal system.

3. Show the location of the major organs of the gastrointestinal system on a wall chart or anatomical model (can be obtained from Carolina Biological Supply, Concept Media, Nasco or number of other suppliers) or overhead transparency.

4. Discuss the accessory organs of the gastrointestinal system, the functions of each, and common disorders.

5. Show the location of the accessory organs on a wall chart (can be obtained from Carolina Biological Supply, Concept Media, Nasco or number of other suppliers) and discuss the function of each.

6. Have students identify the accessory organs on a diagram.

7. Show film or filmstrip on giving enemas.

8. Demonstrate and discuss procedure for administering cleansing (soap suds, tap water, commercially prepared) and commercially prepared oil retention enemas.

9. Demonstrate inserting a rectal tube.

10. Supervise guided practice on a manikin (can be obtained from Nasco, Healthco, Trainex or number of other suppliers).

11. Demonstrate procedure for assisting the client with the use of the emesis basin, bed pan, urinal, commode, and toilet extension.

12. Supervise guided practice between classmates.

13. Discuss methods of reinforcing bowel and bladder training.

14. Demonstrate the procedure for providing personal care for the incontinent client and recording and reporting progress.

15. Supervise guided practice on a manikin (can be obtained from Concept Media, Nasco, Healthco or number of other suppliers).

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Wall chart/anatomical model
2. Diagrams.
3. Forms or paper and pencil.
4. Emesis basin, bed pan, urinal, commode, toilet seat extension.
5. Enema bag and tubing, enema soap, commercially prepared cleansing and oil retention enemas.
6. Toilet paper, plastic garbage bag, wash clothes, wash basin, soap, water, disposable moisture proof pads or briefs and underpads.
7. Manikin and lab partner.
8. Transparency.
9. Filmstrip projector with cassette player.
10. Film projector.
11. Overhead projector.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER, An Introduction to Health Occupations, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 101-103. 1985.

Breitung, Joan Carson. CARING FOR OLDER ADULTS, W.B. Saunders Co., Philadelphia, PA. pp. 194-197, 206-215, 268-270. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ, Unit 4, Module D, Unit 8, Modules D2, and D3, 1982.

Huber, Helen, Audree Spatz, and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers, Inc., Albany, NY. pp. 51-53, 231-237. 1985.

Memmler, Ruth and Dena Wood. THE HUMAN BODY IN HEALTH AND DISEASE, 6th Edition, J.B. Lippincott Company, Philadelphia, PA. pp. 251-267. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. pp. 153-156, 240-243, 260-268, 274-285. 1985.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS, Delmar Publishers, Inc., Albany, NY. pp. 333-336, 345-350. 1983.

Solomon, Eldia Pearl and Gloria Phillips. UNDERSTANDING HUMAN ANATOMY AND PHYSIOLOGY, W.B. Saunders Company, Philadelphia, PA. pp. 273-292. 1987.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 222-226, 242-251, 270-272, 401-402. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 50-52, 132-137, 207-215. 1982.

"DIGESTIVE SYSTEM." (filmstrip) Career Aids Inc., Chatsworth, CA.

"ADMINISTERING A CLEANSING ENEMA." (filmstrip) Career Aids Inc., Chatsworth, CA.

"ASSISTING THE PATIENT WITH THE BEDPAN." (filmstrip) Career Aids Inc., Chatsworth, CA.

"GASTROINTESTINAL SYSTEM." (filmstrip) Concept Media, Irvine CA.

"GASTROINTESTINAL SYSTEM." (filmstrip) MedCom, Inc., Trainex Division, Garden Grove, CA.

"DIGESTIVE SYSTEM." (transparency) Career Aids Inc., Chatsworth, CA.

9.0 **COMPETENCY/SKILL:** Observes, measures, records, and reports the clients physical condition(s).

9.1 **TASK:** Completes records of services and evaluation forms as required by employer.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given facsimile client date, and forms for record of services and evaluation,

EVALUATION: demonstrates entry of data onto forms.

STANDARD: Enter without error all data and information.

STUDENT LEARNING EXPERIENCES:

1. Write an essay explaining data entry and the importance of accuracy.

2. Simulate entry of data onto record of service forms and evaluation forms.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Obtain copies or prepare facsimile of record of service forms and evaluation forms (can be obtained from local home health care agencies).

2. Prepare simulation of client data for students to enter onto the forms.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Records of services forms.

2. Evaluation forms.

3. Black pen. (important for record keeping)

RESOURCES:

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 26-29, 446. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Prentice-Hall, Englewood Cliffs, NJ. pp. 18-20. 1982.

9.0 **COMPETENCY/SKILL:** Observes, measures, records, and reports the clients physical condition(s).

9.2 **TASK:** Identifies observations to be made, makes and records observations.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given facsimile client data,

EVALUATION: identifies pertinent observations to be recorded and reported.

STANDARD: Observations must be made concerning the client's physical, emotional and behavioral condition and written on forms using basic medical terminology and abbreviations. Changes must be recognized and reported.

STUDENT LEARNING EXPERIENCES:

1. Identify observations to be recorded and reported concerning the client's physical condition (include dressings, etc.).
2. Identify observations to be recorded and reported concerning the client's emotional condition.
3. Identify observations to be recorded and reported concerning the client's behavior.
4. Make observations concerning the client's physical, emotional, and behavioral condition.
5. Recognize and report changes.
6. Write observations using basic medical terminology and abbreviations.

1. Discuss observations to be made concerning the client's physical, emotional, and behavioral condition. Include checking the client's dressing if one is in place.

2. Show filmstrip on observation and charting.

3. Discuss the process to be used in making observations concerning the client's physical, emotional and behavioral condition.

4. Discuss recognizing and reporting changes.

5. Prepare and distribute handouts of basic medical terminology and abbreviations (can be found in any nursing assistant, home health aide, and some homemaker/home health aide text books).

6. Review medical terminology and abbreviations.

7. Obtain copies or prepare facsimile of forms on which to record observations (can be obtained from local home health care agencies).

8. Prepare simulations of client data for students to analyze and record.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Forms for recording observations.

2. Black pen for charting.

2. Filmstrip projector with cassette player and screen.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER, An Introduction to Health Occupations, The Brady Co., Prentice-Hall, Englewood Cliffs, N.J. pp. 55-64. 1985.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 4, Module D, 1988, Unit 8, Modules A4 and D2, 1982.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 26-29. 1985.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. pp. 36-64. 1986.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS, Delmar Publishers, Inc., Albany NY. pp. 26-34. 1983.

Sorrentino, Sheila, MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 25-29, 34-39. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 15-20. 1982.

"OBSERVATION AND CHARTING." (filmstrip) MedCom, Inc., Trainex Division, Garden Grove, CA.

9.0 **COMPETENCY/SKILL:** Observes, measures, records, and reports the client's physical condition(s).

9.3 **TASK:** Identifies the basic structure and function of the cardiovascular system.

PERFORMANCE OBJECTIVE:

CONDITION: Given a diagram of the cardiovascular system,

EVALUATION: identifies the parts and explain the function of the cardiovascular system.

STANDARD: Describe the normal functioning of the cardiovascular system.

STUDENT LEARNING EXPERIENCES:

1. Label the parts of the heart.
2. Identify how blood flows through the heart.
3. Identify functions of the cardiovascular system.
4. Identify function for each of the main components of blood.
5. Describe common disorders of the cardiovascular system.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Show the location and names of the parts of the heart on a wall chart, anatomical model (can be obtained from Carolina Biological Supply, Concept Media, Nasco or number of other suppliers) or overhead transparency.

2. Show film or filmstrip on the heart.

3. Discuss the parts of the heart and the function of each.

4. Have students identify the parts of the heart on a diagram.

5. Discuss the flow of blood through the heart.

6. Show the flow of blood through the heart using a wall chart.

7. Have students trace the flow of blood through the heart on a given diagram.

8. Show the parts of the cardiovascular system on a wall chart, anatomical model or overhead transparency.

9. Show film or filmstrip on the cardiovascular system.

10. Discuss the function of each of the parts of the cardiovascular system and common disorders.

11. Discuss the main components of blood and function of each.

12. Have students match the function with each of the three main components of blood.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Wall chart/anatomical model.

2. Diagrams.

3. Transparency.

4. Film projector and screen.

5. Filmstrip projector with cassette player.

6. Overhead projector.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER, An Introduction to Health Occupations, The Brady Co., Prentice-Hall, Englewood Cliffs, N.J. pp. 92-95. 1985.

Breitung, Joan Carson. CARING FOR THE OLDER ADULT, W.B. Saunders Company, Philadelphia, PA. pp. 242-246. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ, Unit 4, Module E.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 48-50. 1985.

Memmler, Ruth and Dena Wood. THE HUMAN BODY IN HEALTH AND DISEASE, 6th Edition, J.B. Lippincott Company, Philadelphia, PA. pp. 165-224. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. pp. 209-213. 1986.

Solomon, Eldia Pearl and Gloria Phillips. UNDERSTANDING HUMAN ANATOMY AND PHYSIOLOGY, W.B. Saunders Company, Philadelphia, PA. pp. 197-244. 1987.

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Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 47-49. 1982.

"CARDIOVASCULAR SYSTEM." (filmstrip) Career Aids Inc., Chatsworth, CA.

"CARDIOVASCULAR SYSTEM." (filmstrip) MedCom, Inc., Trainex Division, Garden Grove, CA.

"CIRCULATORY SYSTEM." (transparency) Career Aids Inc.,Chatsworth, CA.

"HEART." (transparency) Career Aids Inc., Chatsworth CA.

9.0 **COMPETENCY/SKILL:** Observes, measures, records, and reports the client's physical condition(s).

9.4 **TASK:** Identifies the basic structure and function of the respiratory system.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a diagram of the respiratory system,

EVALUATION: identifies the parts and state the function of the respiratory system.

STANDARD: Describe the normal functioning of the respiratory system.

STUDENT LEARNING EXPERIENCES:

1. Label the parts of the respiratory system on a given diagram.
2. Identify the function of each part.
3. Describe the breathing process.
4. Identify the composition of air.
5. Identify the function of carbon dioxide in controlling the breathing process.
6. Describe common disorders of the respiratory system.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Show location and names of the ten parts of the respiratory system on a wall chart or anatomical model (can be obtained from Carolina Biological Supply, Concept Media, Nasco or number of other suppliers) or overhead transparency.

2. Show film or filmstrip on the respiratory system.

3. Discuss the parts of the respiratory system, the function of each and common disorders.

4. Have students identify the parts of the respiratory system on a diagram.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Wall chart/anatomical model.

2. Diagrams.

3. Transparency.

4. Film projector and screen.

5. Filmstrip projector with cassette player.

6. Overhead projector.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER, An Introduction to the Health Occupations, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 96-99. 1985.

Breitung, Joan Carson, CARING FOR OLDER ADULTS, W.B. Saunders Company, Philadelphia, PA. pp. 176-181. 1987.

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Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 50-51. 1985.

Memmler, Ruth and Dena Wood. THE HUMAN BODY IN HEALTH AND DISEASE, 6th Edition, J.B. Lippincott Company, Philadelphia, PA. pp. 235-249. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. pp. 213-214. 1986.

Solomon, Eldia Pearl and Gloria Phillips, UNDERSTANDING HUMAN ANATOMY AND PHYSIOLOGY. W.B. Saunders Company, Philadelphia, PA. pp. 261-272. 1987.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 72, 401, 424-426. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 49-50. 1982.

"RESPIRATORY SYSTEM." (filmstrip) Career Aids Inc., Chatsworth, CA.

"PHYSIOLOGY OF RESPIRATION." (filmstrip) MedCom Inc., Trainex Division, Garden Grove CA.

"RESPIRATORY SYSTEM." (transparency) Career Aids Inc., Chatsworth CA.

9.0 **COMPETENCY/SKILL:** Observes, measures, records and reports the clients physical condition(s).

9.5 **TASK:** Measures and records vital signs.

PERFORMANCE OBJECTIVE:

CONDITION: Given equipment for measuring of vital signs and lab partner.

EVALUATION: demonstrates the procedure for measuring and recording vital signs.

STANDARD: The vital signs to be measured and recorded include temperature, pulse, respiration and blood pressure.

STUDENT LEARNING EXPERIENCE:

1. Identify methods of taking temperature and factors affecting each method.
2. Define terminology related to temperature, pulse, respiration and blood pressure.
3. Describe characteristics of pulse.
4. Identify factors affecting the pulse rates.
5. Describe normal and abnormal respirations.
6. Describe normal and abnormal blood pressure.
7. Collect needed equipment.
8. Demonstrate the procedure for measuring and recording temperature, pulse and respiration.
9. Demonstrate the procedure for measuring and recording blood pressure.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain the procedures for measuring and recording vital signs.
2. Show film or filmstrip on vital signs.
3. Show transparency on recording vital signs.
4. Demonstrate measuring and recording vital signs.
5. Provide practice with lab partner.
6. Supervise guided practice.
7. Obtain copies or prepare facsimile of graphic records.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Lab partner.
2. Thermometers.
3. Sphygmomanometer.
4. Stethoscopes.
5. Alcohol wipes.
6. Graphic records.
7. Black pen for charting.
8. Transparency.
9. Overhead projector.
10. Film projector and screen.
11. Filmstrip projector with cassette player.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER, An Introduction to Health Occupations, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 137-151. 1985.

Breitung, Joan Carson. CARING FOR OLDER ADULTS, W.B. Saunders Company, Philadelphia, PA. pp. 249-255. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ, Unit 8, Module A3. 1982.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 215-222. 1985.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 216-239. 1986.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS. Delmar Publishers, Inc., Albany, NY. pp. 36-53. 1983.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 279-300. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 183-204. 1982.

"MEASURING BLOOD PRESSURE, BODY TEMPERATURE, PULSE AND RESPIRATION." (filmstrip) Career Aids Inc., Chatsworth, CA.

"TEMPERATURE, PULSE AND RESPIRATION." (filmstrip) MedCom Inc., Trainex Division, Garden Grove, CA.

"BLOOD PRESSURE." (filmstrip) MedCom Inc., Trainex Division, Garden Grove, CA.

9.0 **COMPETENCY/SKILL:** Observes, measures, records and reports the client's physical condition(s).

9.6 **TASK:** Identifies the basic structure and function of the nervous system.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a diagram of the nervous system,

EVALUATION: identifies the parts and state the function of the nervous system.

STANDARD: Describe the normal functioning of the nervous system.

STUDENT LEARNING EXPERIENCES:

1. Label the parts of the nervous system on a given diagram.
2. Identify the function of each part of the nervous system.
3. Identify the function of each of the major parts of the brain.
4. Identify the function of each part of the cerebrum.
5. Identify the peripheral nerves and the basic function for each of these nerves.
6. Identify the location of each part of the autonomic nervous system on a given diagram and discuss the function of each part.
7. Identify the pathway for a nerve impulse identifying the structures involved.
8. Describe common disorders of the nervous system.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Show location and names of the parts of the nervous system on a wall chart or anatomical chart (can be obtained from Carolina Biological Supply, Concept Media, Nasco or number of other suppliers) or overhead transparency.

2. Show film or filmstrip on the nervous system.

3. Discuss the parts of the nervous system, the function of each, and common disorders.

4. Have students identify the parts of the nervous system on a diagram.

5. Discuss the function of the major parts of the brain.

6. Discuss the function of the parts of the cerebrum.

7. Discus the peripheral nerves and basic function of each of these nerves.

8. Discuss the autonomic nervous system and the function of each part.

9. Have students identify the major parts of the nervous system on a diagram.

10. Show the pathway for a nerve impulse and the structures involved on a wall chart.

11. Discuss the pathway for a nerve impulse and the structures involved.

12. Have students trace the pathway for a nerve impulse and label the structures involved on a diagram.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Wall chart/anatomical model.

2. Diagrams.

3. Transparency.

4. Film projector and screen.

5. Filmstrip projector.

6. Overhead projector.

RESOURCES:

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER, An Introduction to Health Occupations, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 111-112. 1985.

Breitung, Joan Carson. CARING FOR OLDER ADULTS, W.B. Saunders Company, Philadelphia, PA. pp. 284-288. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ, Unit 4, Module J1. 1981.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 45-48. 1985.

Memmler, Ruth and Dena Wood. THE HUMAN BODY IN HEALTH AND DISEASE, 6th Edition, J.B. Lippincott Company, Philadelphia, PA. pp. 107-131. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 321-326. 1986.

Solomon, Eldia Pearl. UNDERSTANDING HUMAN ANATOMY AND PHYSIOLOGY, W.B. Saunders Company, Philadelphia, PA. pp. 119-164. 1987.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANT, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 62-64, 402-420. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., pp. 44-45. 1982.

"NERVOUS SYSTEM." (filmstrip) Career Aids Inc., Chatsworth, CA.

"NERVOUS SYSTEM." (filmstrip) MedCom Inc., Trainex Division, Garden Grove, CA.

"NERVOUS SYSTEM." (transparency) Career Aids Inc., Chatsworth, CA.

9.0 **COMPETENCY/SKILL:** Observes, measures, records and reports the clients physical condition(s).

9.7 **TASK:** Observes and records level of consciousness and uses seizure precautions.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given situations involving level of consciousness and seizure precautions,

EVALUATION: identifies observations to be made in determining level of consciousness and precautions to be used if client has a seizure.

STANDARD: The observations for level of consciousness will include:
- alert and wakeful
- lethargy or restlessness
- orientation to time, place, person and self
- response to simple commands.

Seizure precautions are measures to prevent injury to the client.

STUDENT LEARNING EXPERIENCES:

1. Identify observations to be included in determining level of consciousness.
2. Demonstrate the proper procedure for determining level of consciousness.
3. Differentiate between grand mal and petit mal seizure.
4. Identify important safety precautions during a seizure.
5. Identify observations to be made during a seizure.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss the observations to be included in determining the level of consciousness.

2. Demonstrate procedure for determining level of consciousness.

3. Provide practice with lab partner.

4. Supervise guided practice.

5. Discuss grand mal and petit mal seizure and safety precautions to be observed during a seizure.

6. Prepare situations involving level of consciousness and seizure precautions.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Lab partner or client.

RESOURCES:

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ, Unit 8, Modules J-1, J-2, J-3. 1982.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. pp. 465-466. 1987.

10.0 **COMPETENCY/SKILL:** Plans, obtains, prepares and serves meals to promote health and satisfaction.

10.1 **TASK:** Identifies the four food groups and the basic nutrients (carbohydrate , protein, fat, water, minerals and vitamins) and their use in the body.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given daily menus for a variety of clients,

EVALUATION: identifies the presence or lack of the four food groups and the basic nutrients in the menus.

STANDARD: Evaluation of the menus will include a determination of the adequacy of carbohydrates, protein, fats, minerals and vitamins for various ages.

STUDENT LEARNING EXPERIENCES:

1. Define nutrition and explain its relationship to health.
2. Use variety of daily menus and consult a chart or charts to determine if the four food groups are present in adequate amounts.
3. Study selected sources to determine why each of the four food groups are needed by the body.
4. Present skits or short presentations in small groups to the class on the importance of each nutrient to the body and the optimum amount of each nutrient needed.
5. Visit a health food store to identify the types of nutrients being sold. Identify natural sources of the same nutrients.
6. Present arguments pro and con for taking nutrient supplements. Answer the question, "When is it appropriate to take nutrient supplements?"
7. Critique as a class, several day's menus for pre-schoolers, adolescent boys, girls and active senior citizens.
8. Submit two day menu for a toddler, eight year old girl, secretary, an eighty-year old woman confined to a wheelchair, and a pregnant teen-ager.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Collect daily menus from hospitals, retirement centers, nursing homes, weight control centers, and from private homes of different cultural variations.

2. Obtain copies of HOW TO EAT FOR GOOD HEALTH from the Dairy Council of Arizona which can be used in analyzing menus for the four food groups. Acquire other helpful publications on nutrition which students can use.

3. Divide students into small groups to present information on each of the major nutrients-carbohydrate , protein, fat, calcium, phosphorous, iron, iodine, Vitamins A, B complex, C, D, E and F. The presentation should contain pictorial graphs, if possible, or use some media which makes the information interesting.

4. Obtain a panel consisting of dietitian, a physician, or a nurse, and lay people to give information on the pros and cons of nutrient supplements.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Comparison cards from the Dairy Council of Arizona.

2. Slide projector for showing comparison slides from the Dairy Council of Arizona.

RESOURCES:

Hamilton, Eva May Nunnelley, Eleanor Noss Whitney and Frances Sienkiewicz Sizer. NUTRITION CONCEPTS AND CONTROVERSIES, 3rd Ed., West Publishing Co., St. Paul, MN. 1985.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 5, **Nutrition**. 1982.

Zucker, Elana BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1982.

National Dairy Council. HOW TO EAT FOR GOOD HEALTH, Rosemont IL. 1985.

National Dairy Council. AT THIS VERY SPECIAL TIME IN YOUR LIFE, Rosemont, IL. 1983.

National Dairy Council. FOR MATURE EATERS ONLY: GUIDELINES FOR GOOD NUTRITION, Rosemont, IL. 1981.

National Dairy Council. COMPARISON CARDS, Rosemont, IL. 1986.

National Dairy Council. FOOD BEFORE SIX, Rosemont, IL. 1986.

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10.0 **COMPETENCY/SKILL:** Plans, obtains, prepares and serves meals to promote health and satisfaction.

10.2 **TASK:** Determines food to be purchased and purchases according to nutritional needs, dietary preferences, budget and cultural variations.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a simulated situation in which a client is in the home environment with budgetary restrictions and cultural variations,

EVALUATION: identifies what foods and supplies to purchase to fulfill nutritional needs, budgetary restrictions, and cultural variations.

STANDARD: The list of foods to be purchased must be nutritionally sound, within the set budgetary limits of the client, fulfill dietary preferences of the client, and consider the cultural background of the individual(s).

STUDENT LEARNING EXPERIENCES:

1. Choose a common food (potatoes, tomatoes, eggs, etc.) that may be purchased in a store and do the following as part of a small group. Use the comparative shopping form, and divide up the shopping so the work is not duplicated.
   a. Find out how many forms of this food are offered, and the cost of each form (fresh, frozen, canned, combined with other foods, already prepared, etc.)
   b. Compare the price in two supermarkets, an independent store and a convenience market.
   c. Bring the data to class so a summary can be made of the findings, including the least expensive sources of the foods.

2. Interview at least ten individuals of varying ages to determine their food preferences. At least one of them should be a Mexican-American, another of Oriental background, and another an elementary age child. Record the findings. Also ask what each of these individuals want to eat when they are ill or not feeling well. Bring a summary of the findings to class.

3. Select a case study which describes a client, including budgetary limits, cultural background and dietary preferences. Prepare a list of foods to be purchased with the cost of each item for a period of three days. Use the menus submitted in the first task may be used as the basis for the list of foods to be purchased or obtain a case study from the instructor.

4. Read about food shopping by an authority, and then shop for at least five of the items on the food purchase list. Decide whether or not the choice of foods were realistic for the client. Add an evaluation of the choices to the bottom of the food list.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Develop a comparative shopping form to use in analyzing prices.

NAME OF FOOD

Form of Food	Type of Store	Cost per Ounce

2. Develop an interview for which students can use to determine food preferences.

3. Write case studies which describe the individual's background, budgetary restrictions and food preferences that will serve as a basis for students to make out a food purchase list for three days menus.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Books containing information on food shopping.

RESOURCES:

Down, Edith and Sharon Pisesky. WHAT'S TO EAT? Glencoe Publishing Company. Encino, CA. Revised. 1981.

Parnell, F. Baynor. HOMEMAKING SKILLS FOR EVERYDAY LIVING, Goodheart-Willcox Company, Inc. South Holland, IL. 1984.

10.0 **COMPETENCY/SKILL:** Plans, obtains, prepares and serves meals to promote health and satisfaction.

10.3 **TASK:** Identifies and plans the use of basic therapeutic diets.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client in the home environment who needs to be fed a special diet for health reasons,

EVALUATION: analyzes what type of diet is needed in terms of the identified health problems and plan how to meet the special dietary needs.

STANDARD: Therapeutic diets are analyzed according to the American Dietetic Association's prescribed diets for the specified health problems.

STUDENT LEARNING EXPERIENCES:

1. Examine several therapeutic diets and attempt to identify what five factors are changed or modified in these diets.

2. Investigate authoritative sources and identify the health condition each of the seven therapeutic diets have been prescribed. Write the name on the top of the sheet for each diet.

3. Contribute ideas to the class discussion about the five factors which may be changed in diets.

4. View transparencies and the explanations given by the instructor on the following diets: liquid, soft, bland, low residual (low fiber), high residual (high fiber), high caloric, low caloric, low fat, high protein, low cholesterol, and diabetic diet.

5. Check the identification of the diets distributed in class and change the names of them on the top of the sheet if wrong.

6. Construct a low calorie menu of three days and a diabetic diet for three days.

7. Visit a hospital, nursing home or day care center where they prepare therapeutic diets and watch the techniques used in providing special diets.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Prepare or obtain therapeutic diets.

2. Pass out several diets to individuals and have each individual attempt to analyze the factors that may be modified in diets (number of meals per day, consistency of food, nutrients increased or decreased, and elimination of certain foods).

3. Have a group of resources available so the students can use them for reference in identifying the health problems being treated with the specific diets.

4. Prepare transparencies on therapeutic diets to be presented to class. Explain to the class why these diets are necessary for specified health problems.

5. Obtain permission for students to visit the diet kitchen of selected hospitals and nursing homes.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Overhead projector and screen.

2. Transparencies of the various therapeutic diets.

RESOURCES:

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. The C.V. Mosby Company, St. Louis, MO. 1987.

Williams, Sue Rodwell, A HANDBOOK OF COMMONSENSE NUTRITION. The C.V. Mosby Company, St. Louis, MO. 1983.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 5, Module 5, Nutrition. 1982.

10.0 **COMPETENCY/SKILL:** Plans, obtains, prepares and serves meals to promote health and satisfaction.

10.4 **TASK:** Stores food properly.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a list of foods purchased for one week,

EVALUATION: indicates how the food should be stored, and define the terms "shelf life" and the "rotation process" as applied to food storage.

STANDARD: Explanation of the storage of foods should include what foods can be put in cupboards, what is stored in the freezing compartment, what is placed in the upper part of the refrigerator, and what is put into the lower part of the refrigerator. The terms "shelf life", "perishable", and the "rotation process" as applied to food storage is part of the explanation.

STUDENT LEARNING EXPERIENCES:

1. Define the terms "shelf life", "perishable", and the "rotation process" as applied to food storage.

2. View a chart on "shelf life" on a transparency.

3. Analyze the list of foods provided by the instructor and indicate on a form where the food should be stored.

4. Watch a demonstration on the wrapping and marking of food for the freezer, and the use of plastic containers for storing food.

5. Give a report on special storage problems covering such problems as:
   a. Refrigerating hot protein foods.
   b. Transporting to and storing food at a picnic.
   c. Using dented cans.
   d. Storing strong-flavored foods in the refrigerator.
   e. Storing cheeses which mold easily.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Construct a transparency on "shelf life" of stored foods (See Parnell, page 337).

2. Develop a list of foods to be stored.

3. Develop a form for placement of foods in a storage area.

Name of food	Freezer	Upper part of refrig.	Lower part of refrig.	Cupboard
-Canned corn				X
-Frozen O.J.	X			
-Ground beef patties to be used in 2 days			X	
-Half gallon of milk		X		

4. Have a variety of books by authorities on foods for the reports on special storage problems.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Overhead projector, transparencies and screen.

2. Freezer paper and plastic containers with lids.

3. Refrigerator with freezing compartment.

4. Collection of food books.

RESOURCES:

Down, Edith and Sharon Pisesky. WHAT'S TO EAT? Glencoe Publishing Company, Encino, CA. 1981.

Parnell, F. Baynor. HOMEMAKING SKILLS FOR EVERYDAY LIVING. The Goodheart-Willcox Company, Inc., South Holland, IL. 1984.

10.0 **COMPETENCY/SKILL:** Plans, obtains, prepares and serves meals to promote health and satisfaction.

10.5 **TASK:** Prepares and serves meals, snacks, and refreshments when needed which maximize nutritive value and acceptability.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client in a home environment who needs to be fed,

EVALUATION: prepares nutritious foods which have appetite appeal and are attractively served.

STANDARD: The food is prepared using scientific principles which preserve nutritive value of the food, and the food is served in attractive portions suitable for the age group being served.

STUDENT LEARNING EXPERIENCES:

1. Experiment with cooking three eggs with a partner at three different temperatures of the water. One egg is cooled immediately with cold water. Analyze the results in the final product and summarize the conclusions.

2. View a demonstration given by the instructor on the cooking of meats and poultry by dry and moist heat procedures.

3. Discuss in class what was learned from the demonstrations.

4. Use reference books to determine how to cook vegetables, cooked cereals. Cook one vegetable in three different ways and write up the results.

5. Brainstorm with the class what some good snack foods would be for children, and then evaluate whether or not these same foods would be suitable for snacks for senior citizens who are physically inactive.

6. Suggest snack foods or refreshments that would be desirable to serve clients who are ill.

7. Visit a hospital or nursing care center to determine what meals snack foods and refreshments are provided in that setting.

8. Prepare two simple puddings or custard with another partner. Evaluate the results.

9. Set up a plate of food for a three year old; also a plate for a senior citizen. Answer the question, "What do these plates of food have in common?"

10. Set up a breakfast tray for an eighty year old person on a bland diet. Have two other individuals evaluate the tray in terms of attractiveness, appetite appeal and nutritive value.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Set up an area where students may experiment with cooking eggs, vegetables, and cereals.

2. Prepare sheets which students use to record their results.

3. Set up a display of cookbooks and foods books for the students to use as references.

4. Have food available for the experiments and cooking experiences to be done by students.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Groceries for preparation of food.

2. A demonstration table if possible, or an area set up so students can see the demonstrations.

3. Tray and set up materials.

4. Facilities for cooking. May be ranges or small appliances.

RESOURCES:

Down, Edith and Sharon Pisesky, WHAT'S TO EAT? Glencoe Publishing Company, Encino, CA. 1981.

Parnell, Frances Baynor. HOMEMAKING SKILLS FOR EVERYDAY LIVING. Goodheart-Willcox Company, Inc., South Holland, IL. 1984.

10.0 **COMPETENCY/SKILL:** Plans, obtains, prepares and serves meals to promote health and satisfaction.

10.6 **TASK:** Feeds, or assists clients, in being able to eat and drink.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client in the home or clinical environment who needs assistance in eating,

EVALUATION: demonstrates how to assist the client to feed himself or herself unless it is impossible for the client to do so, and then the caregiver feeds the client.

STANDARD: The demonstration encourages the client to take drinks of liquid and feed himself or herself those foods that are easy to manage with a fork or spoon. When the client is unable to participate in feeding herself or himself, the caregiver feeds the client slowly with small bites, smiling and talking pleasantly all the time to the client.

STUDENT LEARNING EXPERIENCES:

1. Identify situations where clients need assistance in eating.
2. Brainstorm with a partner how the caregiver can make eating easier and a pleasant experience for the client. Contribute ideas to the class.
3. Role play with a partner feeding a young child. An observer evaluates the role play.
4. Role play feeding a client who is confined to bed. Use an observer to evaluate.
5. Role play feeding an incapacitated person and do the following:
   a. Let the client set the pace for eating and be as self-sufficient as possible.
   b. Feed the client on the unparalyzed side if a stroke has occurred.
   c. Use small amounts of food.
   d. Talk about pleasant topics.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Set up role play situations to be given to students.

2. Have a display of special feeding devices (e.g. plate guard, swivel spoons, weighted base or pedestal base cups, flexible straws).

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Special self-help feeding devices.

RESOURCES:

American Family Health Institute. TIPS FOR FEEDING THE SICK. Springhouse Corporation, Springhouse, PA. 1947, 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. The C.V. Mosby Company. St. Louis, MO. 1987.

10.0 **COMPETENCY/SKILL:** Plans, obtains, prepares and serves meals to promote health and satisfaction.

10.7 **TASK:** Washes and cleans dishes, utensils, and kitchen/dining areas after use.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a home environment where the client has to be fed,

EVALUATION: washes and clean dishes, utensils, and kitchen/dining areas after providing food for the client.

STANDARD: The dishes and utensils are sanitized in a dishwasher or washed with hot soapy water and scalded with boiling water. The kitchen/dining area is left with clean counters and table tops, the range is clean, and the floor is swept, and the total area appears neat and clean.

STUDENT LEARNING EXPERIENCES:

1. Observe a demonstration of washing glasses, dishes, utensils, pots and pans, noting the order of washing and sanitizing procedures used.

2. Read an operating manual on the use of the dishwasher and turn the washer on and off according to directions given in the manual.

3. Observe the experiment with bits of food placed on petri dishes.

4. Answer the question, "What extra precautions should you take with care of the dishes, utensils, and kitchen area if the client has an infectious disease?"

5. Use the checklist provided by the instructor and check the kitchen/dining area in a place of residence to determine if proper cleanup is observed.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Demonstrate the procedures to use in washing dishes, and the use of a chlorine solution to sanitize the dishes and countertops.

2. Conduct the experiment of having bacteria grow on the agar agar medium by taking bits of food and dirty dishwater and putting them on the agar agar. Let the bacteria grow for several days and have the students observe the results. Be sure the lids are on the petri dishes of agar agar so outside contamination does not make the experiment invalid.

3. Develop a check list to be used in evaluating kitchen/dining room cleanup.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. An electric dishwasher.

2. Dishpan and drainer for handling washing of dishes.

3. Dishwasher detergent and detergent for hand washing of dishes.

4. Petri dishes of agar with lids on them.

5. Chlorine for making a solution to use on dishes.

6. Dishcloth.

RESOURCES:

Pamphlets on cleaning are available from County Agricultural Extension Offices.

11.0 **COMPETENCY/SKILL:** Launders, changes and cares for household linens and clothing.

11.1 **TASK:** Makes beds.

PERFORMANCE OBJECTIVES:

CONDITIONS: Given a bed, person or manikin, and the necessary bedmaking linens and items,

EVALUATION: demonstrates making a closed bed, an open bed and an occupied bed.

STANDARD:

1. The linens will first be arranged in the order they will be put on the bed.
2. Each item will be put on the bed following procedures as taught in class.
3. There will be no wrinkles.
4. Corners of sheets and spread will be mitered, if sheets are not fitted.

STUDENT LEARNING EXPERIENCES:

1. Discuss various types of beds: hospital vs. home.
2. Describe an open bed, a closed bed and an occupied bed.
3. Observe procedures for making an open bed, a closed bed, and an occupied bed.
4. List sanitary procedures to keep in mind while bedmaking.
5. List linens and items needed to make a bed for a patient.
6. Stack bedmaking items on a chair in the order to be used, ending with the first thing to be used on top.
7. Demonstrate adjusting the height of a hospital bed and locking bed into place.
8. Practice and critique making an open bed, a closed bed, and an occupied bed.
9. Discuss differences in body mechanics in making a hospital bed and a bed usually found in the home.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Discuss types of bedmaking and when each is used.

2. Ask students to identify sanitary measures to be followed in bedmaking.

3. Demonstrate each type of bedmaking.

4. Assign practice bedmaking with students working in pairs, one making the bed, one evaluating.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Beds.

2. Linens and bedmaking items: mattress pads, rubber drawsheets, large sheets, bed spread, pillow cases, pillows, blankets.

3. Washer/dryer for soiled linens.

4. Storage for linens.

RESOURCES:

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Unit 8, Module A1 - Making a Bed. Arizona Department of Education, Phoenix, Arizona. 1981.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers. Albany, NY. 1985.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Wernig, Julie Davidson. THE HOMEMAKER/HOME HEALTH AIDE. C.V. Mosby Industrial, St. Louis, MO. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1982.

11.0 **COMPETENCY/SKILL:** Launders, changes and cares for household linens and clothing.

11.2 **TASK:** Cares for linens, clothing and selected household items.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given household linens and clothing,

EVALUATION: launders, presses and hangs or folds linens and clothing and make minor repairs as necessary.

STANDARD: Performance and repairs will follow procedures taught in class and provided on a checklist.

STUDENT LEARNING EXPERIENCES:

1. List procedures, supplies and equipment needed to launder household linens and clothing.
2. Launder household linens and clothing.
3. Observe proper use of pressing equipment and pressing procedures.
4. Practice pressing linens and clothing.
5. Fold or hang linens or clothing as appropriate.
6. Observe mending of various types of repairs commonly needed on linens and clothing.
7. Take individual or small group field trip to laundry and/or dry cleaners and report back to class to compare dry cleaning vs. laundry in the care of linens and clothing.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Give demonstrations: sorting laundry, treating spots, using a washer and a dryer, pressing and folding linens and clothing, hand mending, making common repairs.

2. Provide checklist for students to follow in performing tasks and/or for evaluating their work.

3. Use team technique: students work in pairs, one works, one evaluates.

4. Invite speakers from laundry/dry cleaners to talk to class about the care of clothing.

5. Discuss care of linen that may need to be isolated.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Bed, bed linens and pillow.

2. Luncheon or tablecloths, napkins, towels.

3. Variety of washable clothing.

4. Washing machine.

5. Dryer.

6. Ironing board, pad and cover, pressing cloths.

7. Dry/steam iron.

8. Laundry detergent, bleach, softeners.

9. Clothes.

10. Needles, pins, thread, scissors.

11. Iron-on mending tape.

12. Samples of mended commonly needed repairs (holes, jagged tears, torn seams, loose hems, missing buttons etc.).

13. Laundry basket.

14. Filmstrips on pressing and mending.

15. Counter or table for folding and stacking linens and clothing.

16. Storage cupboard.

RESOURCES:

American Dry Cleaning and Laundry Association Scottsdale, AZ.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers. Albany, NY. 1985.

Wernig, Julie Davidson. THE HOMEMAKER/HOME HEALTH AIDE. C.V. Mosby Co., St. Louis, MO. 1987.

Health Occupations Program (HOP Curriculum. Unit 6, Module B (isolation technique). Arizona Department of Education, Phoenix, Az. 1981.

12.0 **COMPETENCY/SKILL:** Provides activities for developing personal independence.

12.1 **TASK:** Promotes recreational activities within the client's capabilities.

PERFORMANCE OBJECTIVES:

CONDITIONS: Given a client who is confined to the home environment,

EVALUATION: offers at least five recreational activities to the client which are appropriate to the age, physical and mental abilities of the client.

STANDARD: The demonstration will clearly explain how to do the activities. In the role playing situation the client will become involved in the activity.

STUDENT LEARNING EXPERIENCES:

1. Gain knowledge about a variety of games, simple craft projects, and how to obtain client involvement.

2. Visit a day care center and/or children's hospital ward to identify how children are involved in the reading of a story or taught how to play simple games.

3. Interview a variety of people and ask the question, "How do you like to spend your time, other than watching television, when you are confined to your home for a long period of time?"

4. Visit a nursing home or retirement center to determine leisure time activities of the residents. Identify what hard-of-hearing residents do with their leisure time. Observe some residents while doing activities.

5. Go to a hobby shop, toy shop, and/or bookstore to determine what is currently being offered for recreation for different ages.

6. Participate in a discussion on the findings from the visits to centers and shops concerning recreational activities. Also report on the findings from the interviews with persons who have been confined to the home for a period of time. Draw some conclusions on what are appropriate recreational activities for various age groups.

7. Demonstrate at least one recreational activity for the entire class and identify the age level in terms of appropriateness.

8. Role play with another student how to involve persons of various ages in recreational activities. Have an observer make suggestions for improvement.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Divide the class into small committees to visit the various types of enterprises and observe how individuals of various ages use their leisure time if they are unable to be physically active. Each committee decides how they will divide the visitations and what class members are expected to observe.

2. Ask an administrator of a nursing home or retirement center to come to class to explain what they believe are appropriate recreational activities for senior citizens.

3. Set up a display of games and crafts to show the variety of recreational activities available.

4. Display simple crafts made by class members that clients can make. Others may construct puzzles from magazine pictures to use with children or others.

INSTRUCTIONAL EQUIPMENT, MATERIALS, AND SUPPLIES:

1. Telephone books to get addresses.

2. Display of games, puzzles and craft ideas.

RESOURCES:

Reader's Digest. BOOK OF 1000 FAMILY GAMES. The Reader's Digest Association, Inc., Pleasantville, NY. 1971.

12.0 **COMPETENCY/SKILL:** Provides activities for developing personal independence.

12.2 **TASK:** Uses rehabilitation measures when possible (including use of rehabilitative devices).

PERFORMANCE OBJECTIVES:

CONDITIONS: Given a lab partner, or a client,

EVALUATION: demonstrates rehabilitation measures.

STANDARD: The demonstration includes the use of rehabilitative devices, and the physical and emotional support needed for rehabilitation.

STUDENT LEARNING EXPERIENCES:

1. Define terms that relate to rehabilitation and rehabilitative devices.
2. Perform procedures for use of Hoyer Lift, Commode Chair, Grab rails, Quad Cane, Transfer belt, Wheelchair, Feeding, dressing and grooming devices.
3. Describe rehabilitation in terms of the whole person.
4. Identify the psychological reactions a disabled person may experience during rehabilitation.
5. List the members of the rehabilitative team.
6. Describe the responsibilities of the home health care worker in rehabilitation.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain the concept of rehabilitation and describe the rehabilitation team. Define rehabilitation as a "philosophy of care".

2. Describe physical and emotional support needed in rehabilitation.

3. Demonstrate the use of assistive devices. Have students return demonstration. Evaluate their performance.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Feeding, Dressing and Grooming aides.

2. Commode chair.

3. Hoyer lift, Transfer belt and board.

4. Wheelchair.

5. Grab rails.

6. Cane.

RESOURCES:

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education. Phoenix, AZ. Unit 9, Module 11. 1984.

Breitung, Joan Carson. CARING FOR OLDER ADULTS. W.B. Saunders Co., Philadelphia, PA. 1987.

Kelly, Relda Timmeney. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS. The C.V. Mosby Co., St. Louis, MO. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. The C.V. Mosby Co., St. Louis, MO. 1987.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM CARE NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

Films:
"REHABILITATION - ESSENTIAL TO PATIENT CARE", National Audiovisual Center, Capitol Heights, MD.

12.0 **COMPETENCY/SKILL:** Provides activities for developing personal independence.

12.3 **TASK:** Encourages client to do activities of daily living within client's capabilities.

PERFORMANCE OBJECTIVES:

CONDITION: Given a case study,

EVALUATION: identifies strategies for encouraging clients to perform activities of daily living within clients capabilities.

STANDARD: Identification will include the use of assistive devices and rehabilitation principles in activities of daily living.

STUDENT LEARNING EXPERIENCES:

1. Describe activities of daily living.
2. Compare recreational activities with rehabilitational activities.
3. Read an assigned case study and plan activities for the client in the study.
4. Describe assistive devices available for activities of daily living.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain activities of daily living and methods for assisting disabled or elderly individuals in these activities.

2. Demonstrate the use of assistive devices in A.D.L.

3. Plan a field trip to a long term care facility. Assign students to conduct an activity for a patient.

4. Contact Harrington Center at St. Luke's Hospital,Phoenix, Arizona for modified clothing demonstration.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Assistive devices such as large handled spoon, knife, and fork, elastic shoe laces, long handled shoe horn, devices for putting on pantyhose, etc.

RESOURCES:

Breitung, Joan Carson. CARING FOR OLDER ADULTS. W.B. Saunders Co., Philadelphia, PA. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education. Phoenix, AZ. Unit 9, Modules 10, 11. 1984.

Kelly, Relda Timmeney. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS. C.V. Mosby Co., St. Louis, MO. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. C.V. Mosby Co., St. Louis, MO. 1987.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM CARE NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

13.0 **COMPETENCY/SKILL:** Operates safely, cleans and stores household equipment and household items.

13.1 **TASK:** Uses appliances correctly and arranges for repairs as necessary. Examples of equipment:

- small appliances
- washer and dryer
- refrigerator
- range
- vacuum cleaner

PERFORMANCE OBJECTIVE:

CONDITION: Given a variety of household equipment,

EVALUATION: operates the equipment, clean if needed, and point out needed repairs.

STANDARD: Performance shall comply with procedures taught in class and checked off on a checklist.

STUDENT LEARNING EXPERIENCES:

1. List appliances and household equipment found in most homes today.
2. Observe teacher/student demonstrations on correct use of equipment.
3. Research safety rules, Underwriter's Seal and energy use as they apply to electrical equipment.
4. Read brochures from manufacturers of equipment.
5. Wash and dry some clothes.
6. Make toast, setting the heat gauge.
7. Set the oven thermometer, arrange oven shelves as directed.
8. Demonstrate adjusting surface heat on range and select proper size pan for each surface unit.
9. Chop, blend, mix etc. various items in a blender; clean and reassemble.
10. Prepare various foods in a food processor, using proper blade, cleaning afterward.
11. Use vacuum(s) to clean rug, bare floors, furniture and drapes, using the proper attachments and settings.
12. List possible repairs on equipment for which one should be alert.

13. Load and unload a dishwasher.

14. Demonstrate the types of cooking for which an electric skillet may be used.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Brainstorm with students and list commonly used household equipment.

2. Demonstrate or have students demonstrate proper use of various pieces of household equipment.

3. Put on a buffet with students using small appliances such as blender, toaster, juicer, food processor, egg cooker, waffle iron, mixer, electric skillet etc. to prepare the food.

4. Invite guest speakers from appliance and household equipment stores to speak to the class on the use and care of equipment.

5. Distribute and discuss brochures from equipment manufacturers and point out reasons for following manufacturer's directions.

6. Use checklists to evaluate student performance on demonstrations.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Small appliances: toaster, electric skillet, blender, food processor, mixer, juicer etc.

2. Large equipment: refrigerator/freezer, washer, dryer, dishwasher, vacuums (upright and tank), electric range, gas range, trash compactor, floor polisher, electric broom.

3. Demonstration table with overhead mirror.

4. Bowls, dishes, utensils etc. for use in demonstrations.

5. Food for demonstration of appliances.

6. Supplies to maintain equipment such as vacuum bags, oil, electrician's tape, oven cleaner.

7. "Living room" with rug, bare floors, upholstered furniture, drapes, blinds and accessories.

8. Brochures from appliance and household equipment manufacturers.

RESOURCES:

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers. Albany, NY. 1985.

Wernig, Julie Davidson. THE HOMEMAKER/HOME HEALTH AIDE. C.V. Mosby Industrial. St. Louis, MO. 1987.

13.0 **COMPETENCY/SKILL:** Operates safely, cleans and stores household equipment and household items.

13.2 **TASK:** Purchases cleaning products as necessary, uses and stores them properly.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a list of appliances and household equipment,

EVALUATION: selects from a group of cleaning products an appropriate one for cleaning appliances and/or equipment provided and proceed to do the cleaning (an oven, a toaster etc.).

STANDARD: Appropriate cleaning products will be used on equipment provided according to the manufacturer's instructions.

STUDENT LEARNING EXPERIENCES:

1. Make a list of small appliances and household equipment ordinarily found in homes today.
2. Make a list of cleaning products needed to maintain household equipment.
3. Observe and/or perform demonstrations showing how to use and clean various pieces of household equipment.
4. Go to a supermarket and a wholesale house and compare different brands of cleaning products. Compare claims, directions, price, etc.
5. Clean a dirty oven, and the burners on a range.
6. Clean, sanitize, deodorize (and defrost if necessary) a refrigerator and/or freezer.
7. Clean crumb trap in a toaster.
8. Clean the chrome on appliances.
9. Clean porcelain surfaces.
10. Clean the filters on washers and dryers.
11. Change a vacuum bag.
12. Study brochures from manufacturers of cleaning products.
13. Using a list of needed cleaning products and supplies, designate where each should be stored.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Demonstrate cleaning procedures for household equipment.

2. Ask students to select, from a supply of cleaning products, the appropriate one(s) for cleaning certain equipment. Discuss why choices were wise or unwise.

3. Have students compare same type of product from different manufacturers.

4. Discuss manufacturers' claims, warranties, etc.

5. Invite guest speakers from appliance stores, homemaker services and housekeeping departments of resorts to demonstrate proper use and maintenance of appliances.

6. Arrange with executive housekeeper to have students go on a field trip to a large resort/hotel.

7. Brainstorm with students on best place for various cleaning products to be stored.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. A variety of cleaning products for use on household equipment: glass cleaner, chrome cleaner, wax, S.O.S. pads, sponges of various sizes, paper towels, oven cleaner, soda, lime and rust remover, brushes, ammonia etc.

2. Brochures from manufacturers of cleaning products.

3. A chart of suggested storage places for various household cleaners and cleaning items, which takes into consideration safety for children and sight impaired elderly and handicapped.

RESOURCES:

Cooperative Extension Service, County Offices, Arizona.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers. Albany, NY. 1985.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Wernig, Julie Davidson. THE HOMEMAKER/HOME HEALTH AIDE. C.V. Mosby Co., St. Louis, MO. 1987.

14.0 **COMPETENCY/SKILL:** Assists household members in performing homemaking tasks.

14.1 **TASK:** Assists homemakers in planning for household management.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a simulated family situation with a list of household tasks to be performed,

EVALUATION: assists in making a management chart for household members.

STANDARD: Demonstrate planning and management to the homemaker with the assistance of the caregiver. Assigned tasks will fit into the schedules of the various family members.

STUDENT LEARNING EXPERIENCES:

1. Brainstorm the various household tasks to be performed in the average household.
2. Make lists of household tasks to be performed daily, weekly and less often.
3. Identify a logical order in which to perform tasks.
4. Study time-management principles.
5. List members of own family and tasks they like to do and do well, vs. tasks they dislike and avoid.
6. Plan a household management schedule to fit a given family, taking each member's abilities, preferences and time into consideration.
7. Review employee/employer relationships and communication principles.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Invite a guest speaker on time-management.

2. Invite a guest speaker from a Homemaker's Aide Company to discuss the training program given to employees.

3. List daily, weekly, and other housekeeping tasks, with students help.

4. Present a list of tips to be used in planning and organizing tasks.

5. Discuss the variables to consider in assigning tasks to household members: time, ability, preference, fairness, etc.

6. Discuss samples of household management schedules.

7. Review employer-employee relationships and communication.

INSTRUCTIONAL EQUIPMENT, MATERIAL AND SUPPLIES:

1. Samples of household management schedules.

2. Case studies of families with tasks to be performed.

3. Overhead projector.

RESOURCES:

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers, Albany, NY. 1985.

Lefrancois, Guy E. THE LIFESPAN. 2nd Edition. Wadsworth Publishing Co., Belmont, CA. 1987.

Wernig, Julie Davidson. THE HOMEMAKER/HOME HEALTH AIDE. C.V. Mosby Co., St. Louis, MO. Chapter 9. 1987.

14.0 **COMPETENCY/SKILL:** Assists household members in performing homemaking tasks.

14.2 **TASK:** Accompanies and assists individuals in performing homemaking tasks in which they wish to participate.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given someone playing the role of a homemaker and a list of homemaking tasks other than home and clothing maintenance and food preparation,

EVALUATION: assists the homemaker in performing those tasks.

STANDARD: Tasks will be completed with the student assisting the homemaker to the extent the homemaker needs or desires.

STUDENT LEARNING ACTIVITIES:

1. Brainstorm about the role of a homemaker's assistant.

2. List the various tasks other than home and clothing maintenance and food preparation with which an assistant might help.

3. Work in teams of two students: one be the homemaker, the other the assistant. Plan and get ready for:
   a. a trip to the grocery,
   b. paying several bills,
   c. making a bank deposit,
   d. writing thank you notes,
   e. rearranging furniture,
   f. watering household plants,
   g. addressing Christmas cards,
   h. making appointments on the phone (hairdresser, doctor, etc.)
   i. putting photographs in an album,
   j. packing or unpacking items for storage,
   k. rearranging clothes in a closet,
   l. cleaning out dresser drawers,
   m. re-potting house plants.

4. Review information on cooperation.

SUGGESTED TEACHING TECHNIQUES:

1. Review employer/employee relations and communication.
2. Provide and discuss a list of possible "assisting tasks."
3. Practice telephone techniques with students.
4. Invite speaker from bank to explain deposits, writing checks and balancing a checkbook.
5. Invite a speaker on plant care.
6. Assign practice addressing envelopes and writing thank you notes.
7. Refer to list above of "assisting tasks" for other skills to be taught, reviewed or practiced.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Telephones - two (unconnected).
2. Overhead projector, transparencies and screen.
3. List of possible "assisting" tasks.
4. Case studies of homemakers requiring assistance.

RESOURCES:

Cooperative Extension Service, County Offices, Arizona.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers. Albany, NY. 1985.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

14.0 **COMPETENCY/SKILL:** Assists household members in performing homemaking tasks.

14.3 **TASK:** Accompanies client to doctor's office and to area outside the home, if permitted.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given written directions for accompanying a client to the doctor's office, then to a pharmacist, and to lunch in a restaurant,

EVALUATION: writes procedures and considerations to be taken by the assistant.

STANDARD: Response shall include: checking for personal liability, precautions taken for client's well-being and safety, steps taken for client's comfort, and good interpersonal relationship with the client.

STUDENT LEARNING EXPERIENCES:

1. Check with a Health Care Agency or Nurse's Central Registry for liability in transporting clients.

2. Brainstorm in class the effect of the assistant's attitude on the client.

3. List places an ill, aged, or handicapped person might need or want to be accompanied.

4. Practice folding and unfolding a wheel chair.

5. Practice helping someone in and out of a car (can be a simulated car).

6. List ways to make an ill, aged or handicapped client more comfortable: in a car, in a wheel chair, in a restaurant, in a beauty shop, in a waiting room, in a theater, crossing a street, etc.

7. Discuss how to promote self-esteem in a person who needs assistance.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Invite someone from a health agency to speak on interpersonal relationship with a person needing assistance and on liability.

2. Review the unit on body mechanics.

3. Compare in class, the students' lists with the teacher's list - on where ill, aged or handicapped clients might need or want assistance in going.

4. Provide case studies of clients and assistants for students to evaluate.

5. Demonstrate folding and unfolding a wheel chair.

6. Use role playing for one student to assist another in various situations. Class evaluate.

RESOURCES:

American Family Health Institute. HELP FOR THE CARE GIVER, A Home Care Manual. Springhouse Corporation. Springhouse, PA. 1986.

Wernig, Julie Davidson. THE HOMEMAKER/HOME HEALTH AIDE. C.V. Mosby Co., St. Louis, MO. Chapter 9. 1987.

15.0 **COMPETENCY/SKILL:** Assists with and performs diagnostic measures.

15.1 **TASK:** Identifies the structure and function of the endocrine system.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given anatomical diagrams and written test,

EVALUATION: describes the normal functioning of the endocrine system and its common disorders and identifies the glands of the systems.

STANDARD: Identify the location and function of the glands and list the hormones produced by each. Describe common disorders such as hyperthyroidism, hypothyroidism, diabetes mellitus and ovarian disorders.

STUDENT LEARNING EXPERIENCES:

1. Explain functions of endocrine system.
2. Locate and labels the glands of the endocrine system on a diagram.
3. Match endocrine glands with their function.
4. Define and name the types of hormones and describes their functions.
5. Select one hormone substance and write a report on its origin, function and effects of abnormal production.
6. Describe common disorders of the endocrine system.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Use a transparency, anatomical model, or diagram to locate the glands and explain their purpose.

2. Show film or filmstrip on the Endocrine System.

3. Provide reading material on the endocrine system, its purposes, disorders and the actions of hormones. Discuss material following the reading of this information.

4. Have students match gland with its purpose and endocrine gland to hormone activity.

5. Have students complete Module H, Unit 4 of HOP Curriculum.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Overhead projector and transparencies.

2. Anatomical models, wall charts, drawings.

3. Movie projector and screen.

RESOURCES:

Breitung, Joan Carson. CARING FOR OLDER ADULTS. W.B. Saunders Co., Philadelphia, PA. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM., Arizona Department of Education, Phoenix, AZ., Unit 4, Module H. 1982.

Huber, Helen, A. Spatz, and C. Coviello. HOMEMAKER/HOME HEALTH AIDE. Delmar Publishers Inc., Albany, NY. 1985.

Kelly, Relda Timmerman. MOSBY'S WORK BOOK FOR NURSING ASSISTANTS, 2nd Edition., C.V. Mosby Co., St. Louis, MO. 1987.

Memmler, Ruth L. and Dena Linwood. THE HUMAN BODY IN HEALTH AND DISEASE. 6th Edition. J.B. Lipincott Co., Philadelphia, PA. 1987.

Schniedman, Rose and S. Lambert. BEING A NURSING ASSISTANT. 4TH Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. 2nd Edition. C.V. Mosby Co., St. Louis, MO. 1987.

Wernig, Julie K. and Barbara Baranishyn. Instructor's Guide for BEING A HOMEMAKER/HOME HEALTH AIDE, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1985.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM NURSING ASSISTANT (text and instructor's guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE The Brady Co., Prentice-Hall, Englewood, NJ. 1982. (Text and workbook).

Filmstrips:
"Endocrine System and Its Functions", Career Aids Inc., Chatsworth, CA.

"Understanding Diabetes", Nasco, Modesto, CA.

"Understanding Your Body - The Endocrine System", Encyclopedia Britannica Educational Corporation.

Videotapes:
"Hormones", Films for the Humanities Inc., Princeton, NJ.

Anatomical Models, Charts, Manikins:

Simulaids Inc., Woodstock, NY.

Career Aids Inc., Chatsworth, CA.

Nasco, Modesto, CA.

Concept Media, Irvine, CA.

Trainex, Garden Grove CA.

Medical Plastics Laboratory, Gatesville, TX.

Anatomical Chart Co., Chicago, IL.

Software:
"Health Series - Diabetes and Hypoglycemia",

"The Endocrine System", Career Aids Inc., Chatsworth, CA.

Jig-Saw Puzzles:
"Endocrine System", Anatomical Chart Co., Chicago, IL.

15.0 **COMPETENCY/SKILL:** Assists with and performs diagnostic measures.

15.2 **TASK:** Collects and performs routine tests on urine.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a simulated situation, or a clinical or home setting,

EVALUATION: demonstrates procedure for the collection and testing of urine.

STANDARD: Collects a specimen of urine using knowledge of asepsis, and the urinary system. Reads order, collects equipment and uses appropriate equipment. Tests, records and transports specimen.

STUDENT LEARNING EXPERIENCES:

1. List important functions of the urinary system.
2. Label the components of the urinary system.
3. Identify factors that contribute to the development of urinary tract infections.
4. Describe common age-related changes affecting the urinary system.
5. Define specimen.
6. Identify the characteristics of a normal sample of urine and the average adult urinary output for 24 hours.
7. Identify the normal specific gravity of urine and give reasons for changes in the reading.
8. Name the instrument used to measure specific gravity.
9. Test own urine for specific gravity. Add water, re-read and explain the change. Add sugar, re-read, and explain the change.
10. Demonstrate procedures for collecting and testing urine for blood, sugar, protein, ketones and bilirubin.
11. Practice labeling of specimens.
12. Describe the collection of a fractional urine specimen.
13. List the steps for straining urine.
14. State the reasons for testing the urine of a diabetic.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Review, explain and discuss asepsis, anatomy and physiology of the urinary system, principles of specimen collection, normal and abnormal constituents of urine.

2. Describe common disorders of the urinary system.

3. Explain and demonstrate the procedures for collecting a routine, midstream and twenty-four hour specimen. Provide for student practice including the labeling of specimens and recording of procedure.

4. Show filmstrip on testing urine for abnormalities.

5. Demonstrate different methods of analysis explaining the sources of error inherent in each:
   a. Multitest sticks
   b. Single or Combination sticks
   c. Chemistix
   d. Clinitest tablets
   e. Acetest tablets

6. Prepare solutions which simulate urine samples containing various amounts of urinary substances such as sugar, acetone, blood, etc. Have students test these samples.

7. Evaluate students' performances on return demonstrations.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Urine specimen containers with labels.

2. Urine specimens.

3. Sugar, Salt, Water, Blood, Acetone.

4. Labstix, Bililabstix, Test-tape, Clinitest, Ketostix, Ketodiastix.

5. Test tubes and test tube racks.

6. Hydrometer and cylinder, Urinometer.

7. Anatomical Model of Urinary System.

8. Anatomical Charts.

RESOURCES:

Breitung, Joan Carson. CARING FOR OLDER ADULTS, W.B. Saunders Co., Philadelphia, PA. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, Az., Unit 8, Modules G and H. 1982.

Huber, H., A. Spatz, and C. Coviello. HOMEMAKER/HOME HEALTH AIDE. Delmar Publishers, Albany, NY. 1985.

Kelly Relda Timmerman. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS. C.V. Mosby Co., St. Louis, MO. 1987.

Memmler, Ruth L. and Dena Lin Wood. THE HUMAN BODY IN HEALTH AND DISEASE. 6th Edition. J.B. Lippincott Company, Philadelphia, PA. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS. Delmar Publishers Inc., Albany, NY. 1983.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. C.V. Mosby Co., St. Louis, MO. 1987.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM CARE NURSING ASSISTANT (text and instructor's Guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

Multimedia Program:
"The Urinary System in the Human Body", Nasco, Modesto, CA.

Videotapes:
"The Urinary Tract", Films for the Humanities Inc., Princeton, NJ.

Filmstrips:
"Collecting Urine Specimens", Trainex, Garden Grove, CA.

"Testing the Urine for Glucose and Ketones", Trainex, Garden Grove, CA.

"Anatomy of the Kidneys, Ureters, and Bladder", Trainex, Garden Grove, CA.

"Urinary System and Its Functions", Career Aids Inc., Chatsworth, CA.

"Diagnostic Tests I", Concept Media, Irvine, CA.

Anatomical Models/Charts:
Simulaids, Inc. Woodstock, NY.

Human Urinary System. Trainex Division, Garden Grove, CA.
Nasco, Modesto, CA.
Concept Media, Irvine, CA.
Career Aids Inc., Chatsworth, CA.
Medical Plastics Laboratory, Gatesville, TX.
Anatomical Chart Co., Chicago, IL.

15.0 **COMPETENCY/SKILL:** Assists with and performs diagnostic measures.

15.3 **TASK:** Collects specimens as ordered.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a simulated situation or a home or clinical setting,

EVALUATION: demonstrates procedure for collecting specimens.

STANDARD: Demonstration includes the procedures for stool and sputum collection with emphasis on asepsis, client instruction, privacy for client, assembling of equipment, proper labeling, transportation of specimen and recording of procedure.

STUDENT LEARNING EXPERIENCES:

1. State the purpose for examination of stool, sputum and other specimens.

2. Perform procedures for (a) collecting and labeling stool and sputum specimens and (b) developing and reading hemoccult slides.

3. Define terms related to the collection of stool and sputum specimens.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain and demonstrate the procedures for the collection of stool and sputum specimens. Evaluate students performances on their return demonstrations.

2. Provide practice for the labeling of specimens.

3. Explain storage and transportation of specimens to laboratory from the home.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Tongue blades.

2. Specimen containers.

3. Bedpan/Bedpan cover.

4. Disposable bags.

5. Stool specimen (simulated).

6. Hematest

RESOURCES:

Breitung, Joan Carson. CARING FOR OLDER ADULTS. W.B. Saunders, Co., Philadelphia, PA. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, Az., Unit 8, Modules D and F. 1982.

Huber, H., A. Spatz, and C. Coviello. HOMEMAKER/HOME HEALTH AIDE. Delmar Publishers Inc., Albany, NY. 1983.

Kelly, Relda Timmerman. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS. C.V. Mosby Co., St. Louis, MO. 1987.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. 1986.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS. Delmar Publishers Inc., Albay, NY. 1983.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. C.V. Mosby Co., St. Louis, MO. 1987.

Will, Connie A., and Judith B. Eighmy. BEING A LONG-TERM NURSING CARE ASSISTANT (text and instructor's guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

16.0 **COMPETENCY/SKILL:** Provides basic emergency care in the home.

16.1 **TASK:** Administers basic first aid.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given an emergency situation in the home environment,

EVALUATION: describes or demonstrates the first aid to use in selected emergency situations.

STANDARD: The description includes first aid measures to use in instances of hemorrhaging, shock, seizures, fainting, vomiting, burns, falls, cuts and poisoning.

STUDENT LEARNING EXPERIENCES:

1. Discuss situations under which first aid should be administered in the home.

2. View films, demonstrations, or hear explanations about first aid for hemorrhaging, shock, falls, seizures, fainting, vomiting, burns, cuts and poisoning.

3. Evaluate, in presented emergency situations, whether first aid should be administered in the home or whether outside assistance should be called or a combination of both should be used.

4. Give demonstrations in pairs on first aid to be administered for hemorrhaging, shock, falls, seizures, fainting, vomiting, burns, cuts and poisoning.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Obtain film projector and films from American Red Cross and show them as a different topic on first aid is introduced. Follow the film with a demonstration on the procedures. Have students immediately practice in pairs doing the first aid procedures.

2. Develop situations where emergency first aid may be administered. These are given to the students in small groups where decisions are made on how to proceed.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Old, clean sheet with which to make bandages-sling, etc.

RESOURCES:

American Red Cross Multi-Media Film Series, American National Red Cross National Headquarters, Washington, D.C.

POISONING
BURNS
HEAT EXHAUSTION
FRACTURES

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ., Unit 3, Module E, Ecology and Emergency Care. 1982.

16.0 **COMPETENCY/SKILL:** Provides basic emergency care in the home.

16.2 **TASK:** Performs cardiopulmonary resuscitation and abdominal thrusts on adults and children.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a simulated situation where a client is unconscious,

EVALUATION: demonstrates giving cardiopulmonary resuscitation and abdominal thrusts on adult and child manikins.

STANDARD: The demonstration should include checking the client for breathing and using the correct number of thrusts on the chest cavity. The Heimlich Maneuver should consist of 4 quick back blows and 4 upward abdominal thrusts.

STUDENT LEARNING EXPERIENCES:

1. View the Trainex film Cardiopulmonary Resuscitation Initial Phase (CPR). Follow with demonstrations on the adult and child manikins.

2. Do a demonstration of first aid for an obstructed airway.

3. Check out students on a practical test on cardiopulmonary resuscitation and abdominal thrusts for an obstructed passageway. (Obtain additional certified instructors to assist in the checkout if possible.)

4. Pass out summary on steps to use in CPR & Heimlich Maneuver.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Obtain CPR certified Instructor.
2. Obtain film projector(s) and film/filmstrips.
3. Have students practice CPR on manikins.
4. Have students practice abdominal thrusts on each other.
5. Demonstrate CPR proficiency on manikin.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Alcohol wipes.
2. Rubber manikins of adults and children.
3. Film projector, film and screen.

RESOURCES:

American Red Cross Multi-Media Film Series ARTIFICIAL RESPIRATION. American Red Cross National Headquarters, Washington, D.C.

CARDIOPULMONARY RESUSCITATION INITIAL PHASE (CPR) (film). Trainex. Garden Grove, CA.

CPR Certified Instructor (Arizona Heart Association or American Red Cross)

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM, Arizona Department of Education, Phoenix, Az., Unit 3, Module F, Ecology and Emergency Care. 1982.

16.0 **COMPETENCY/SKILL:** Provides basic emergency care in the home.

16.3 **TASK:** Obtains help in an emergency and reports needed data.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given an emergency situation in the home environment,

EVALUATION: telephones the emergency number of 911 and reports needed data.

STANDARD: The call to the emergency number is correctly dialed and the correct address and telephone number are given. The condition of the client is accurately verbalized.

STUDENT LEARNING EXPERIENCES:

1. Listen to a speaker or instructor concerning when it is appropriate to telephone the 911 number, and what data should be reported.

2. Role play with a partner calling the 911 emergency number and provide the correct address, telephone number, and condition of the client, as assigned to you on the role cards.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Develop role playing cards for emergency situations and let students draw a card and role play.

2. Obtain a speaker who can explain the use of the 911 emergency number and the benefits of 911 to individuals.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Telephone.

2. Role play cards.

RESOURCES:

911 emergency care stickers.

17.0 **COMPETENCY/SKILL:** Provides personal care for persons receiving therapeutic measures.

17.1 **TASK:** Provides care for client with urinary catheter.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client with a urinary retention catheter,

EVALUATION: demonstrates catheter care.

STANDARD: Select equipment, demonstrate catheter care, and replace drainage tubing using aseptic technique and measure urine.

STUDENT LEARNING EXPERIENCES:

1. Select equipment to perform catheter care.
2. Demonstrate catheter care on a manikin to include positioning of tubing.
3. Measure liquid in milliliters and ounces to determine equivalency.
4. Identify equipment that could be used in the home to measure urine.
5. Replace catheter tubing on a manikin using aseptic technique.
6. Describe how to prevent soiling the bed when performing catheter care or when changing the drainage tubing.
7. Empty the drainage bag and measure urine (output).
8. Select the appropriate irrigant for cleansing the drainage bag.
9. Demonstrate how to cleanse the drainage bag.
10. Attach the drainage bag to the thigh for ambulation.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain the anatomy of the urinary system using a chart diagram or slides.

2. Discuss the rationale for a urinary catheter.

3. Compare the effectiveness of various aseptic solutions and ointments used in catheter care to the basic soap and water method and stressing the importance of asepsis.

4. Compare ounces to milliliters by using cups and calibrated receptacles.

5. Compare the normal amount of urinary output for an adult to that of a child during an 8 hour period.

6. Define vocabulary (a) oliguria (b) anuria (c) I&O (d) sediment/casts, mucous.

7. Specify when to call the supervisor.

8. Give examples of charting for catheter care change of drainage tubing, amount of output, and characteristics of urine (color, odor, amount).

9. Explain the importance of accurate recording of I&O.

10. Demonstrate on a manikin the need to keep the drainage bag below the urinary bladder.

11. Discuss the psychological aspects associated with the need for a retention catheter.

12. Display various types of urinary catheters and explain their differences.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Foley catheter set with drainage tubing.

2. Cleansing supplies for catheter care.

3. Manikin.

4. I&O forms.

5. Measuring devices.

6. Foley catheter care by Trainex Corp.

7. Leg band for ambulation.

RESOURCES:

A Home Care Manual from the American Family Health Institute. URINARY CATHETER CARE. Springhouse Corp., Springhouse PA. 1986.

Huber, Helen, Audree Spatz, and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers Inc., Albany, NY. pp. 227-228. 1985.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. 4th Edition. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 282-287. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. The C.V. Mosby Co., St. Louis, MO. pp. 256-259. 1987.

Walsh, Joleen, Carol Persons and Lynn Wiech. MANUAL OF HOME HEALTH CARE NURSING. J.B. Lippincott Co., Philadelphia, PA. pp. 85-88. 1987.

Zucker, Elena. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 253-257, 212-213. 1982.

17.0 **COMPETENCY/SKILL:** Provides personal care for persons receiving therapeutic measures.

17.2 **TASK:** Provides personal care for client with various types of gastrointestinal tubes (feeding, G-tubes).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client with a N.G. (Naso Gastric) or gastrostomy (G-tube) tube,

EVALUATION: demonstrates care for feeding tubes.

STANDARD: Using a manikin, demonstrate care of client with an N.G. tube, or a gastrostomy tube.

STUDENT LEARNING EXPERIENCES:

1. Assemble equipment to provide care for feeding tubes. Describe the different types of N.G. tubes and their functions.
2. Identify the various feeding tubes by their connecting (proximal) end.
3. Provide mouth care, nasal care and ostomy care.
4. Justify tube placement (3 checks)
5. Demonstrate client position for tube feedings.
6. Differentiate between intermittent and continuous feeding.
7. Solve common problems, i.e., blocked tube, displaced tube, diarrhea, constipation, nausea and cramps.
8. Determine when to call for assistance.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain anatomy and physiology of the G.I. system.
2. Review rationale for tube feedings.
3. Demonstrate different types of gastric tubes and explain their differences.
4. Explain the feeding positions for N.G. and gastrostomy tube feedings.
5. List equipment available in homes to protect clothing and surrounding area from soiling during feeding.
6. Demonstrate how to monitor the feeding bag/pump.
7. Discuss rationale for flushing feeding tube.
8. Demonstrate disconnecting feeding tube and care of the end of the tube between feedings.
9. Demonstrate cleansing of feeding bag or pump.
10. Demonstrate securing the position of the N.G. tube and the rationale for changing the tape.
11. Demonstrate nasal care for N.G. tube and skin care for a gastrostomy tube.
12. Discuss common problems, i.e. blocked tube, displaced tube, diarrhea, constipation, nausea, cramps, swelling, and how to solve them.
13. Identify when to call the doctor/supervisor, i.e. bleeding, coughing, difficult breathing, skin irritation, weight loss.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Naso Gastric Feeding tubes.
2. Gastric tube.
3. Mouth care swabs.
4. Anatomy chart of digestive system.
5. Tape.
6. Syringe.
7. Stethoscope.
8. Clamp for tube.

RESOURCES:

A home care manual from the American Family Health Institute. FEEDING TUBES AND PUMPS. Springhouse Corp., Springhouse, PA. 1986.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. 4th Edition. The Brady Company, Prentice-Hall, Englewood Cliffs, NJ. 1986. pp. 258-260.

Walsh, Joleen, Carol Persons, Lynn Wiech. MANUAL OF HOME HEALTH CARE NURSING. J.B. Lippincott Co., Philadelphia, PA. pp. 106-114. 1987.

17.0 **COMPETENCY/SKILL:** Provides personal care for persons receiving therapeutic measures.

17.3 **TASK:** Provides ostomy care of an established ostomy.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client with an established ostomy,

EVALUATION: Demonstrates skin care and appliance change of an established colostomy.

STANDARD: Clean perimeter of ostomy and change the appliance. Empty and clean reusable pouch.

STUDENT LEARNING EXPERIENCES:

1. Remove the pouch, faceplate and adhesive.
2. Cleanse stoma area and apply skin barrier using the measuring guide..
3. Secure pouch to faceplate.
4. Clamp bottom of pouch and apply cover.
5. Empty pouch, rinse and add deodorant.
6. Identify the parts of the digestive system.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Assemble various types of stoma care kits.
2. Demonstrate the sue of common types of equipment.
3. Show a film on ostomy care.
4. Using a manikin, remove, clean the skin area, replace and empty an ostomy bag.
5. Answer common questions affecting life style of a person with a colostomy.
6. Discuss when to call the doctor.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Ostomy equipment - disks, rings, seals, solvent, adhesive, and pouches.
2. Manikin.
3. Film projector and screen.

RESOURCES:

A home care manual from the American Family Health Institute. COLOSTOMY CARE. Springhouse Corporation, Springhouse, PA. 1986.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 228-229. 1985.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 397-399. 1986.

Walsh, Joleen, Carol Persons, Lynn Wiech. MANUAL OF HOME HEALTH CARE NURSING. J.B. Lippincott Co., Philadelphia, PA. pp. 106-114. 1987.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 260-263. 1982.

17.0 **COMPETENCY/SKILL:** Provides personal care for persons receiving therapeutic measures.

17.4 **TASK:** Provides personal care for client receiving intravenous therapy. (Includes understanding of the circulatory system).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client receiving intravenous therapy,

EVALUATION: provides personal care for the client receiving intravenous therapy.

STANDARD: Differentiate between a normal I.V. site and an abnormal I.V. site and protect the integrity of the I.V. while changing clothes and bathing client.

STUDENT LEARNING EXPERIENCES:

1. Explain the difference between veins and arteries.
2. Name the common sites for intravenous infusions.
3. Differentiate between a normal and an abnormal I.V. site.
4. Reinforce the I.V. dressing and tubing.
5. Remove and replace clothing while protecting the I.V.
6. Protect the I.V. site during bathing using items found in the home.
7. Record the condition of the I.V. site,

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Diagram the circulatory system emphasizing common I.V. and total parenteral nutrition (TPN) sites.

2. Using a manikin, simulate an I.V. with a dressing and describe the appearance of a normal site.

3. Explain the importance of a set rate/volume.

4. Demonstrate dressing/tubing reinforcement technique.

5. Using the manikin with an I.V, demonstrate how to change the gown/shirt.

6. Discuss various types of parenteral therapy.

7. Illustrate charting/recording of I.V. care and the appearance of the site.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Manikin.

2. I.V. tubing, tape.

3. Gown/shirt.

4. Parenteral solutions - N/S, D5W, RLS, etc.

RESOURCES:

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 394-396.

Walsh, Joleen, Carol Persons, Lynn Wiech. MANUAL OF HOME HEALTH CARE NURSING. J.B. Lippincott Co., Philadelphia, PA. pp. 397-399. 1987.

17.0 **COMPETENCY/SKILL:** Provides personal care for persons receiving therapeutic measures.

17.5 **TASK:** Provides personal care for client receiving oxygen therapy and observes safety precautions (includes understanding of respiratory system).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client receiving oxygen therapy,

EVALUATION: demonstrates care of skin, nasal cannulas, and face masks. Compares the differences between liquid oxygen, oxygen concentrator, portable oxygen tanks and portable liquid tanks. Interprets safety precautions for use of oxygen. Labels the components of the respiratory system.

STANDARD: Demonstrate care of skin, nasal cannulas, and face masks. Describe the various types of home oxygen delivery systems and the safety precautions.

STUDENT LEARNING EXPERIENCES:

1. Identify the components of the respiratory system.
2. Describe the differences between tank oxygen, liquid oxygen, and concentrated oxygen delivery systems.
3. Explain the rationale for the nasal cannula and the face mask delivery system.
4. Perform skin care and nasal care for cannula & mask use.
5. State the rationale for the humidifier.
6. List the safety precautions for oxygen use.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Diagram and label the components of the respiratory system.
2. Show a film depicting various types of oxygen delivery systems and their use.
3. Apply the nasal cannula and face masks on a manikin and attach the oxygen tubing to the humidifier.
4. Explain the function of the humidifier.
5. Explain the rationale of oxygen combustion and the safety precautions to prevent fire.
6. Discuss respiratory problems and the need for oxygen.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Oxygen mask, cannula and catheter.
2. Diagram - respiratory system.
3. Oxygen humidifier.

RESOURCES:

Hornemann, Grace V. BASIC NURSING PROCEDURES. Delmar Publishers, Inc., Albany, NY. pp. 250-257. 1980.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 229-230.

OXYGEN THERAPY. A home care manual from the American Family Health Institute. Springhouse Corporation, Springhouse, PA. 1986.

Walsh, Joleen, R.N., M.S.N., EdD., Carol Persons, Lynn Wiech. MANUAL OF HOME HEALTH CARE NURSING. J.B. Lippincott Company, Philadelphia, PA. pp. 513-520. 1987.

17.0 **COMPETENCY/SKILL:** Provides personal care for persons receiving therapeutic measures.

17.6 **TASK:** Provides personal care for client with tubes connected to gravity or suction (drainage tubes).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client with gravity or suction drainage tubes,

EVALUATION: demonstrates care of client and care of drainage tubes.

STANDARD: Demonstrate care of skin and tubes for gravity/suction drainage machine using a manikin and an intermittent suction machine.

STUDENT LEARNING EXPERIENCES:

1. Demonstrate various taping procedures to increase comfort.
2. Use a water-soluble lubricant to demonstrate care of the nostrils.
3. Perform oral hygiene
4. State the rationale for NPO orders.
5. Disconnect N.G. tube and measure contents.
6. Record output on I&O sheet.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Demonstrate intermittent and continuous suction machines.
2. State the rationale of water-soluble lubricants.
3. Demonstrate taping techniques.
4. Explain the importance of oral hygiene.
5. Demonstrate how to disconnect the N.G. tube and measure the contents.
6. Explain the rationale for NPO orders.
7. Prepare a transparency of an I&O sheet and record the output.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. N.G. tubes (naso-gastric).
2. Suction machines.
3. Oral hygiene materials .
4. Tape.
5. Manikin.
6. I&O sheets - transparency.

RESOURCES:

Hornemann, Grace V. BASIC NURSING PROCEDURES. Delmar Publishers, Inc., Albany, NY. pp. 247-249. 1980.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 258-260. 1986.

GASTRIC AND GASTROINTESTINAL DECOMPRESSION (filmstrip) Trainex Corporation. Garden Grove, CA.

18.0 **COMPETENCY/SKILL:** Provides therapeutic measures as ordered

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18.1 **TASK:** Applies binders and bandages (ace bandages, sling, anti-embolism stockings)

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client who needs ace bandages, anti embolism stockings, slings or binders and braces,

EVALUATION: demonstrates the application of ace bandages, anti-embolism stockings, slings, and binders and braces.

STANDARD: Apply ace bandages, slings and anti-embolism stockings and braces to a partner.

STUDENT LEARNING EXPERIENCES:

1. Apply anti-embolism hose on a partner.
2. Bandage an arm and leg with an elastic bandage.
3. Apply a triangle sling bandage on a partner using a square of cloth.
4. Apply an abdominal binder on a manikin or a partner.
5. Apply various body or extremity braces on a partner.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Demonstrate application of anti-embolism hose, elastic bandages, abdominal binders, triangle sling, and braces.

2. Explain the circulatory system as it relates to facilitating the blood flow with anti-embolism stockings, and elastic bandages.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Velcro abdominal binders, square cloth for slings, elastic bandages, elastic hose, various body and extremity braces.

2. Diagram of circulatory system.

RESOURCES:

Schniedman, Rose, Susan Lambert, BEING A NURSING ASSISTANT. 4th Edition. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 401-409. 1986.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition., C.V. Mosby Co., St. Louis, MO. pp. 421-423. 1978.

Hornemann, Grace V. BASIC NURSING PROCEDURES. Delmar Publishers, Inc., Albany, NY. 1980.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers Inc., Albany, NY. pp. 252-253. 1985.

18.0 **COMPETENCY/SKILL:** Provides therapeutic measures as ordered.

18.2 **TASK:** Applies protective restraints (soft restraints, side rail, padded, geriatric chair).

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client who is combative, confused and interfering with medical treatment,

EVALUATION: applies soft restraints, pads side rails and operates a geriatric chair to ensure client safety.

STANDARD: Confirm the doctor's order and demonstrate the application of soft restraints, padded side rails and the geriatric chair in the laboratory.

STUDENT LEARNING EXPERIENCES:

1. State the rationale for restraints and the legal ramifications.

2. Communicate the purpose of restraints to the client.

3. Demonstrate the application of protective soft restraints (wrist, posey vest, and ankle) on a classmate.

4. State the rationale for the following:
   a. circulation checks
   b. raise side rails
   c. remove every 2 hours
   d. change client position every 2 hours
   e. secure restraint to bed frame

5. Construct a padded bed rail using bath blankets.

6. Demonstrate the use of the geriatric chair.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain the legalities of applying restraints.

2. Discuss the need for restraints.

3. Perform circulatory checks on a restrained person/manikin.

4. Demonstrate safety measures to include where and how to tie restraints (bed frame) repositioning every two hours, and padded side rails.

5. Position a manikin in the geriatric chair to demonstrate the posey vest restraint.

6. Pair students for return demonstration of various restraints.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Soft restraints: wrist, ankle, waist and posey (vest).

2. Bath blankets.

3. Bed with side rails.

4. Geriatric chair.

RESOURCES:

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Company, Prentice-Hall Englewood Cliffs, N.J., p. 76, 1986.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition., C.V. Mosby Co., St. Louis, MO., pp. 116-123, 1978.

18.0 **COMPETENCY/SKILL:** Provides therapeutic measures as ordered.

18.3 **TASK:** Uses handrolls, bed cradles, bedboards, and side rails, as directed.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a client who has a neurological deficiency, peripheral vascular disease or diabetes,

EVALUATION: Uses of handrolls, bed cradles, bed boards and side rails.

STANDARD: In a laboratory, position client using handrolls, bed cradles, bed boards and side rails for maximum therapeutic effect.

STUDENT LEARNING EXPERIENCES:

1. Position a hand anatomically using a handroll made from materials found in the home.
2. Improvise techniques to create a bed cradle and a bed (foot) board in the home environment and demonstrate their use.
3. Demonstrate the use of conventional side rails.
4. Demonstrate how to improvise side rails in the home.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain the need for handrolls, bed cradles, bed boards, and side rails in a neurologically impaired client.

2. Compare hospital equipment with improvised home devices for positioning paralyzed clients for therapeutic effectiveness.

3. Show different types of side rails currently used in the home care setting.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Bed board.

2. Bed cradle.

3. Side rails.

4. Wash cloths (hand rolls).

5. Blankets (foot board).

6. Tape.

7. Pillows.

RESOURCES:

Hornemann, Grace V. BASIC NURSING PROCEDURES. Delmar Publishers, Inc., Albany, NY. p. 39. 1980.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT, 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 106-108. 1986.

Sorrentino, Sheila. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition., C.V. Mosby Co., St. Louis, MO. pp. 115, 337, 138, 122. 1978.

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18.0 **COMPETENCY/SKILL:** Provides therapeutic measures as ordered.

18.4 **TASK:** Applies heat and cold treatments utilizing safety measures.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given clients who need heat and cold treatments,

EVALUATION: applies heat and cold treatments utilizing safety measures.

STANDARD: In a laboratory, apply warm moist compresses, heat lamp, ice collar, cold compresses and sitz bath to a manikin.

STUDENT LEARNING EXPERIENCES:

1. List the purposes, therapeutic effects, and possible complications of heat and cold treatments.
2. Describe the physiological reactions of heat and cold applications.
3. Collect equipment and apply warm moist compresses to a leg using a manikin or partner.
4. Position a heat lamp on a decubitus (bed sore) utilizing safety measures.
5. Demonstrate the application of the aquamatic heat pad and describe how the unit operates.
6. Apply an ice collar.
7. Apply a cold compress to an extremity.
8. Collect equipment and position a manikin for a sitz bath treatment.
9. Record/chart the treatment.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Use a chalk board or transparency to compare dilation and contraction of blood vessels using heat and cold.

2. Explain equipment needed for moist hot and cold treatments and how to improvise for home use.

3. Demonstrate the use of the aquamatic heat pad and the importance of the gravity flow.

4. Demonstrate the use of the ice collar and ways to improvise.

5. Discuss the healing effects of a sitz bath and demonstrate the procedure.

6. Use various bulb wattages to demonstrate the heat potential and the distance guidelines for safety.

7. Demonstrate recording/charting the treatment.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Transparencies of physiological changes in blood vessels for heat and cold.

2. Overhead projector and screen.

3. Aquamatic heat pad

4. Bed protection - plastic, rubber, vinyl, etc.

5. Towels

6. Ties - bandage, twill, velcro strips

7. Disposable sitz bath for toilet seat

8. Ice collar

RESOURCES:

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE, 2nd Edition, Delmar Publishers, Inc., Albany, NY. pp. 248-258.

Schniedmann, Rose and Susan Lambert. BEING A NURSING ASSISTANT. 4th Edition. The Brady, Co., Prentice-Hall, Englewood Cliffs, NJ. pp. 333-351. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. 2nd Edition. The C.V. Mosby Company, St. Louis MO. Chapter 21, pp. 336-352. 1987.

Hornemann, Grace V. BASIC NURSING PROCEDURES. Delmar Publishers Inc., Albany, NY. pp. 215-238. 1980.

19.0 **COMPETENCY/SKILL:** Provides care for dying client.

19.1 **TASK:** Applies knowledge of the stages of dying to care for the dying client.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a role play situation of a dying client in the home,

EVALUATION: demonstrates care that meets physical and emotional needs.

STANDARD: Considers the stages of dying and its implications for care including skin, mouth, circulation, breathing, nutrition, elimination, positioning, listening and answering questions, relationships with family and significant others, security, love and spiritual needs.

STUDENT LEARNING EXPERIENCES:

1. Identify and recognizes the five stages of dying as described by Dr. Kubler-Ross.
2. Examine personal feelings about death.
3. Describe and demonstrate adjustments in care to meet emotional and physical needs of the dying patient.
4. Record physical changes, care given and other observations.
5. Explore religious requirements relative to death.
6. List methods for providing assistance to meet spiritual needs.
7. Complete HOP Modules. Unit 9, Module 12.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Show film on dying. Discuss in large group.

2. Provide handouts on the stages of dying. Explain and demonstrate implications for physical care.

3. Divide class into small groups to discuss personal feelings about death following completion of a questionnaire that explores their experiences with death and their response.

4. Provide case studies for charting practice to record observations and care given.

5. Role play situations relative to (1) communicating with family and client about death (2) relationships and responses during the various stages of dying.

6. Play games to enhance listening skills.

7. Invite hospice worker to explain concept of hospice care.

8. Invite clergy to explain the spiritual needs of the dying client.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Film and movie projector, filmstrip projector, screen.

2. Questionnaire on personal experiences with death.

3. Nurses Charting Form.

4. Handouts - "Stages of Dying".

RESOURCES:

Breitung, Joan Carson. CARING FOR OLDER ADULTS. W.B. Saunders Co., Philadelphia, PA. 1987.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM., Arizona Department of Education, Phoenix, AZ., Unit 8, Module 12. 1982.

Huber, H., A. Spatz, C. Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition, (Text and Teacher's Guide). Delmar Publishers Inc., Albany, NY. 1985.

Kelly, Relda Timmerman. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Co., St. Louis, MO. 1987.

Schniedman, Rose and S. Lambert., BEING A NURSING ASSISTANT, 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition C.V. Mosby Co., St. Louis, MO. 1987.

Wernig, J. and B. Baranishyn. INSTRUCTOR'S GUIDE for BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1985.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM CARE NURSING ASSISTANT (text and instructor's guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

Zucker, E. BEING A HOMEMAKER/HOME HEALTH AIDE. (Text and Workbook) The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1982.

Filmstrips:

"CARE OF THE DYING PATIENT." (filmstrip). Trainex, Garden Grove, CA.

"Health Care and the Terminally Ill", Concept Media, Irvine, CA.

"Loss and Grief", Concept Media, Irvine, CA.

"Perspectives on Dying", Concept Media, Irvine, CA.

"Spiritual Needs of the Patient", Trainex, Garden Grove, CA.

"Effective Listening", Trainex, Garden Grove, CA.

"Care of the Patient Who is Dying", Trainex, Garden Grove, CA.

19.0 **COMPETENCY/SKILL:** Provides care for dying clients

19.2 **TASK:** Provides post-mortem care.

PERFORMANCE OBJECTIVE:

CONDITIONS: Given a manikin, lab partner or a client,

EVALUATION: demonstrates post-mortem care.

STANDARD: Care given assures that the body is clean, properly positioned and prepared and that required notification and recording procedures have been completed.

STUDENT LEARNING EXPERIENCES:

1. Describe the signs of approaching death.
2. Discuss the ethics of handling bodies.
3. Demonstrate the care and positioning of a body.
4. Explain the role of the Home Health Aide in post-mortem care.
5. Identify the people to be notified when death occurs.
6. List steps to protect client's valuables.

SUGGESTED INSTRUCTIONAL TECHNIQUES:

1. Explain the signs of death.
2. State the ethics of handling a body after death.
3. Demonstrate care of a dead body.
4. Plan a trip to a mortuary. Have mortician explain their expectations of care of the body.
5. Provide charting practice for a hypothetical situation.

INSTRUCTIONAL EQUIPMENT, MATERIALS AND SUPPLIES:

1. Hospital bed and bed linen.
2. Manikin if needed.
3. Equipment for bed bath.
4. Cellulose pads/bandages.
5. Shroud or sheets.
6. Written procedure.
7. Chart forms.

RESOURCES:

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM, Arizona Department of Education, Phoenix, AZ., Unit 8, Module L. 1982.

Kelly, Relda Timmerman, MOSBY'S WORKBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Co., St. Louis, MO. 1987.

Schniedman, Rose and S. Lambert. BEING A NURSING ASSISTANT 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS. 2nd Edition, C.V. Mosby Co., St. Louis, MO. 1987.

Zucker, E. BEING A HOMEMAKER/HOME HEALTH AIDE. (Text and Workbook). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1985.

Wernig, J. and B. Baranishyn. INSTRUCTOR'S GUIDE for BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1985.

ANNOTATED BIBLIOGRAPHY

Anthony, Catherine Parker. STRUCTURE AND FUNCTION OF THE BODY. The C.V. Mosby Co., St. Louis, MO. 1980.

General anatomy and physiology text. Easy to read and understand.

Badasch, Shirley A. and Doreen S. Chesebro. THE HEALTH CARE WORKER: AN INTRODUCTION TO HEALTH OCCUPATIONS. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1985.

Provides basic care information and an overview of many health professions.

Berger, Kathleen Stassen, THE DEVELOPING PERSON THROUGH CHILDHOOD AND ADOLESCENCE. Worth Publishers, NY. 1986.

Comprehensive and well written text on child development.

Breitung, Joan Carson. CARING FOR OLDER ADULTS. W.B. Saunders Co., Philadelphia, PA. 1987.

Designed for the first level nursing students and for caregivers working in a long term care setting.

Dworetzky, John P. INTRODUCTION TO CHILD DEVELOPMENT. West Publishing Company, St. Paul, MN. 1987.

Comprehensive college level text with basic information essential to all introductor courses in human development. Emphasis has been given to topics that have recently become important in research literature.

Down, Edith and Sharon Pisesky. WHAT'S TO EAT? Glencoe Publishing Co., Encino, CA. 1981.

Excellent resource on purchasing and storing of foods. The scientific principles of food cookery are simply explained.

HEALTH OCCUPATIONS PROGRAM (HOP) CURRICULUM. Arizona Department of Education, Phoenix, AZ. 1981.

State vocational education curriculum for Health Occupations. Provides student learning packets.

Hamilton, Eva May Nunnelley, Eleanor Noss Whitney and Frances Sienkiewicz Sizer. NUTRITION CONCEPTS AND CONTROVERSIES, 3rd Edition. West Publishing Co., St. Paul, MN. 1985.

Basic reference book for nurtirition for use in beginning college classes.

Horneman, Grace V. BASIC NURSING PROCEDURES. Delmar Publishers Inc., Albany, NY. 1980.

First level nursing textbook. Skills needed for the performance of bedside nursing are presented in a sequence from simple to complex. Each chapter has a self evaluation quiz.

Huber, Helen, Audree Spatz and Carole Coviello. HOMEMAKER/HOME HEALTH AIDE. 2nd Edition. Delmar Publishers. Albany, N.Y. 1985.

Comprehensive guide to theoretical and practical topics and procedures used by home health care paraprofessionals. It prepares individuals to provide safe and proper medical and home care services to elderly, ill and infirm.

Huber, H. and A. Spatz. HOMEMAKER/HOME HEALTH AIDE (student workbook). Delmar Publishers Inc., Albany, NY. 1986.

Huyck, M.H. and W. Hoyer. ADULT DEVELOPMENT AND AGING. Wadsworth Publishing Co., Belmont CA. 1982.

Comprehensive college textbook presenting characteristics of young, middle age and aging adults.

Kelly, Relda Timmerman. MOSBY'S WORKBOOK FOR NURSING ASSISTANTS, 2nd Edition, C.V. Mosby Company, St. Louis, MO. 1987.

Student's workbook to be used in conjunction with MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS by Sheila Sorrentino. Good illustrations.

Lefrancois, Guy E. THE LIFESPAN. 2nd Edition. Wadsworth Publishing Co., Belmont, CA. 1987.

College text covering human development from conception to death. The approach is one for developmental psychology.

Memmler, Ruth and Dena Wood. HUMAN BODY IN HEALTH AND DISEASE. 6th Edition. J.B. Lippincott Co., Philadelphia, PA. 1987.

Traces the organization of the body from one cell to the coordinated whole. The main theme is the interaction of all body systems for internal balance. Contains a discussion of conditions that my upset this balance to produce disease.

Meyer, R.N., E. June. NURSE ASSISTANT IN LONG-TERM CARE FACILITY. University of Missouri, Columbia, MO. pp. 101-107. 1980.

Basic nursing text for long-term care.

Parnell, Frances Baynor. HOMEMAKING SKILLS FOR EVERYDAY LIVING. Goodheart-Willcox Company, Inc., South Holland, IL. 1984.

Comprehensive home economics text which provides basic information for making rational decisions at home and in the marketplace. The book has practical information on food storage and preparation of food, cleaning the house and purchase of household cleaning products.

Reader's Digest. BOOK OF 1000 FAMILY GAMES. The Reader's Digest Association, Inc., Pleasantville, NY. 1971.

Enclyclopedia of games for funa nd entertainment of all age groups including games for special events such as traveling.

Roach, M. ANOTHER NAME FOR MADNESS. Houghton Mifflin, Boston, MA. 1985.

Mental conditions of the elderly such as senility and Alzheimer's Disease are addressed.

Ross, Carmen F. PERSONAL AND VOCATIONAL RELATIONSHIPS IN PRACTICAL NURSING. 5th Ed., J.B. Lippincott Co., Philadelphia, PA. 1981.

Reference book used for practical nursing students. Easy to read with pertinent information.

Schniedman, Rose and Susan Lambert. BEING A NURSING ASSISTANT. 4th Edition, The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1986.

Blends theory with practice for the Nursing Assistant.

Simmers, Louise. DIVERSIFIED HEALTH OCCUPATIONS. Delmar Publishers, Inc., Albany, NY. 1983.

Provides beginning student in Health Occupations with basic entry levelskills required for a variety of health occupations.

Solomon, Eldia Pearl and Gloria Phillips. UNDERSTANDING HUMAN ANATOMY AND PHYSIOLOGY. W.B. Saunders Co., Philadelphia, PA. 1987.

Basic anatomy and physiology text using the systems approach.

Sorrentino, Sheila A. MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS, 2nd Edition. The C.V. Mosby Co., St. Louis, MO. 1987.

Focuses on growth and development, safety, vision, hearing problems, rehabilitation, care of the elderly, home health basics and emergency care.

Walsh, Joleen, Carol Persons, Lynn Wiech. MANUAL OF HOME HEALTH CARE NURSING. J.B. Lippincott Co., Philadelphia, PA. 1987.

Text oriented to the Registered Nurse with excellent family teaching methodology.

Wernig, Julie K. and Barbara Baranishyn. (Instructor's guide) BEING A HOMEMAKER/HOME HEALTH AIDE. The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1985.

Accompanies the student textbook and workbook: BEING A HOMEMAKER/HOME HEALTH AIDE by Elana Zucker. Provides flexible lesson plans and resources.

Whitbourne, S.K. and C.S. Wernstock. ADULT DEVELOPMENT: THE DIFFERENTIATION OF EXPERIENCE. Praeger, NY. 1986.

Text on stages of adult development with emphasis on experiential influences.

Will, Connie A. and Judith B. Eighmy. BEING A LONG-TERM CARE NURSING ASSISTANT (text and instructors guide). The Brady Co., Prentice-Hall, Englewood Cliffs, NJ. 1983.

Basic text for long-term care, includes good illustrations and resources.

Williams, Sue Rodwell, A HANDBOOK OF COMMONSENSE NUTRITION. The C.V. Mosby Co., St. Louis, MO. 1983.

Reference book written in lay language on basic nutrients and special diets. Provides suggestions for people on special diets.

Zucker, Elana. BEING A HOMEMAKER/HOME HEALTH AIDE. Robert J. Brady Co., Prentice Hall, Englewood Cliffs, NJ. pp. 1-3. 1982.

Designed to teach homemakers/home health aides to be efficient caring members of the health care team. It is a simple, clear and concise guide for beginners and expands the knowledge of the experienced. Student workbook available.

Pamphlets/Brochures:

Many agencies and organizations provide usefule information in printed form.

American Cancer Association, 634 W. Indian School Rd., Phoenix, AZ. 85013.

"SMOKING"
"CANCER".

American Dental Association, Chicago, IL.

"CLEANING YOUR TEETH AND GUMS"
"HAPPINESS IS A HEALTHY MOUTH"

American Family Health Institute. Springhouse Corporation, 1111 Bethlehem Pike, Springhouse, PA. 19477. 1986.

Series of booklets that present basic information needed for health care in the home. One subject is explored in a booklet. Excellent illustrations.

"COLOSTOMY CARE"
"EXERCISES"
"FEEDING TUBES AND PUMPS"
"HELP FRO THE CAREGIVER"
"OXYGEN THERAPY"
"TIPS FOR FEEDING THE SICK"
"URINARY CATHETER CARE"

American Heart Association. Phoenix AZ.

American Hospital Association, Chicago, IL.

"A PATIENT'S BILL OF RIGHTS."

Cooperative Extension Service, County Offices, Arizona.

Provides a variety of printed information about nutrition, housekeeping, health care, etc.

National Dairy Council. 6300 N. River Road, Rosemont, IL. 60018.

Provides many audio-visual aids:

"AT THIS VERY SPECIAL TIME IN YOUR LIFE"
"COMPARISON CARDS"
"FOOD BEFORE SIX"
"FOR MATURE EATERS ONLY: GUIDELINES FOR GOOD NUTRITION"
"HOW TO EAT FOR GOOD HEALTH"

Arizona Stop Aids Project, 736 E. Flynn Lane, Phoenix, AZ. 85014.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Provides a variety of resources in the areas of home care, health care, nutrition, rehabilitation, etc.

"UP AND AROUND" WAYS TO HELP THE SELF", Public Health Publication No. 1120.

Films/Filmstrips:

Career Aids Inc., 20417 Nordhoff St., Chatsworth CA. 91311. (818) 341-8200.

"ADMINISTERING A CLEANSING ENEMA"
"ASSISTING THE PATIENT WITH A BEDPAN"
"CARE OF THE DYING PATIENT"
"DIGESTIVE SYSTEM"
"DYING IS PART OF LIVING"
(also available VHS)
"ENDOCRINE SYSTEM IN THE HUMAN BODY"
"ETHICAL BEHAVIORS AND LEGAL ASPECTS"
"ETHICS FOR THE NURSING ASSISTANT"
"GIVING A MPLETE BED BATH"
"LIVING WITH DYING" Dr. Elizabeth Kubler-Ross
"MEASURING BLOOD PRESSURE, PULSE AND RESPIRATION"

"THE MUSCULAR SYSTEM AND ITS FUNCTION"
"THE NERVOUS SYSTEM AND ITS FUNCTION
"THE NERVOUS SYSTEM"
"ORAL CARE"
"RESPIRATORY SYSTEM"
"SKIN"
"SPECIMEN COLLECTION"
"URINARY SYSTEM IN THE HUMAN BODY"

Concept Media, 2493 DuBridge Ave., Irvine, CA. 92714. (714) 660-0727.

"BASIC PATIENT CARE"
"DIAGNOSTIC TESTS I"
"DISABILITIES ASSOCIATED WITH AGING"
"ETHICS, VALUES AND HEALTH CARE"
"GASTROINTESTINAL SYSTEM"
"HEALTH CARE AND THE TERMINALLY ILL"
"LOSS AND GRIEF"
"PERSPECITVES ON DYING"
"STRESS"

Encylcopedia Britannica, Educational Corporation.

"UNDERSTANDING YOUR BODY - THE ENDOCRINE SYSTEM"

Nasco, 1524 Princeton Ave, Modesto CA. 95352 (800)558-9595.

"THE ENDOCRINE SYSTEM"
"UNDERSTANDING DIABETES"
"THE URINARY SYSTEM"

Films for the Humanities and Sciences, Princeton, NJ. 08543.

"AIDS: OUR WORST FEARS".
"HORMONES"
"KIDS AND DRUGS"
"NOT READY TO DIE OF AIDS"

Trainex Division, P.O. 116, Garden Grove, CA. 92642 (800) 845-2485.

Titles include a filmstrip and a cassette.

"ANATOMY OF THE KIDNEYS, URETERS AND BLADDER"
"BASIC NURSING CARE"
"BODY MECHANICS"

"CARDIOPULMONARY RESUSCITATION INITIAL PHASE"
"CARDIOVASCULAR SYSTEM"
"CARE OF THE DYING PATIENT"
"COLLECTING URINE SPECIMENS"
"EFFECTIVE LISTENING"
"EXERCISE FOR FITNESS AND HEALTH"
"GASTRIC AND GASTROINTESTINAL DECOMPRESSION"
"HOW'S YOUR SAFETY PROFILE"
"ISOLATION TECHNIQUES"
"LEGAL IMPLICATIONS IN NURSING"
"LIFTING, MOVING AND TRANSPORTING PATIENTS"
"MEDICAL ASEPSIS"
"NERVOUS SYSTEM"
"THE NURSE ETHICS AND THE LAW: LEGAL RESPONSIBILITIES"
"THE NURSE ETHICS AND THE LAW: NEGLIGENCE AND MALPRACTICE"
"THE NURSE ETHICS AND THE LAW: PROFESSIONAL ETHICS"
"OBSERVATION AND CHARTING"
"ORIENTATION: JOINING THE HEALTH CARE TEAM"
"PATIENT POSITIONING"
"PERSONAL CAER IN LONG-TERM ILLNESS"
"PHYSIOLOGY OF RESPIRATION"
"RANGE OF JOINT MOTION EXERCISE TO PREVENT CONTRACTURE"
"SKIN CARE AND BATHING PREPARATION"
"SPIRITUAL NEEDS OF THE PATIENT"
"TEMPERATURE, PULSE AND RESPIRATION"
"TESTING THE URINE FOR GLUCOSE AND KETONES"
"THE USE OF PROTECTIVE RESTRAINTS"

National Audiovisual Center, Capitol Heights, MD. 20743-3701.

"REHABILITATION - ESSENTIAL TO PATIENT CARE"

Multimedia Programs:

American Red Cross Multi-Media Film Series, Washington D.C.

Harris-Tuchman Productions Inc., 751 N. Highland Ave., Hollywood, CA. 90038.

"HOW TO LISTEN MORE EFFECTIVELY"

Nasco, 1524 Princeton Ave, Modesto CA. 95352 (800)558-9595.

"HUMAN BODY SYSTEM - A MULTIMEDIA PROGRAM"
"THE ENDOCRINE SYSTEM"

TV Tapes:
American Red Cross, Phoenix, AZ.
"BEYOND FEAR"

Arizona State Department of Health Services, Phoenix, AZ.
"AIDS: WHAT EVERYONE NEEDS TO KNOW"

Trainex, Garden Grove, CA. 92642

"THE DEADLIEST DRUG"
"A FITNESS FUN FOR ALL"

Software:
Career Aids Inc., 20417 Nordhoff St., Chatsworth, CA. 91311 (818) 341-8200.

"HEALTH AWARENESS GAME"
"HEALTH RISK APPRAISAL"
"HEALTH SERVICES - DIABETES AND HYPOGLYCEMIA"
"THE ENDOCRINE SYSTEM"

Wall Charts, Anatomical Models, Anatomical Transparencies:

Available from the following companies:
Anatomical Chart Co., 7124 N. Clark St., Chicago, IL. 60626. (Available as jigsaw puzzles)

Career Aids Inc., (Anatomy/Physiology Trasnparencies) 20417 Nordhoff St., Chatsworth, CA. 91311 (818) 341-8200.

Carolina Biological Supply (Anatomy/Physiology) Box 187, Gladstone, OR. 97027. (800) 334-5551.

Concept Media, 2493 DuBridge Ave., Irvine, CA. 92714. (714) 660-0727.

Medical Plastics Laboratory, MedCom Inc., (Trainex Division), Garden Grove, CA.

Nasco, 1524 Princeton Ave, Modesto CA. 95352 (800)558-9595.

Simulaids Inc., Woodstock, NY. 12498.

MedCom Inc., (Trainex Division), P.O. Box 116, Garden Grove, CA. 92642. (800) 845-2485.

Folding Displays:
Presents health information in an attractive manner.

Anatomical Chart Co., 7124 N. Clark St., Chicago, IL. 60626.
Nasco, 1524 Princeton Ave., Modesto, CA. 95352. (800) 558-9595.

Curriculum Guides:
Many states and universities have developed and published guides to be used in the preparation of home health and health care workers.

Louisiana State Dept. of Education
"HEALTH OCCUPATIONS CURRICULUM GUIDE - SECONDARY"
"HOME HEALTH ASSISTANT EDUCATION" 1985
"LONG-TERM CARE NURSING ASSISTANT EDUCATION" 1986
"NURSE ASSISTANT EDUCATION" 1982

Massachusetts Department of Education, Division of Occupational Education, Quincy Center Plaza, 1385 Hancock St., Qunicy, MA. 02169.
"HEALTH ASSISTANT"

University of Missouri, Columbia, MO.
"HEALTH SERVICES ASSISTANT" 1984

Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI. 48824-1034.
"NURSING ASSISTANT, GERIATRIC ASSISTANT, HOME HEALTH AIDE"